h. Expenditure of Funds

The Project expended $77,451 of the approved budget.

	DAVTE	LOCAL	TOTAL
Approved Budget	$77,879	$21,372	$99,251
Actual Expenditures	$77,451	$18,786	$96,237

Illinois State Board of Education

Department of Adult, Vocational and Technical Education
Research and Development Section

Product Abstract FY82 FINAL REPORT:

1. Title of material A Plan to Develop and Compare Two Models of Vocational Education for Limited English Proficiency Students
2. Date material was completed July, 1982
3. Please check one: New material __X__ Revised material ____
4. Originating agency Waubonsee Community College
   Address Rt. 47 at Harter Road, Sugar Grove, IL Zip Code 60554
5. Name(s) of developer(s) Michael G. Kelly, Patricia A. Menges, Kebir Marti-Lambert
   Address Waubonsee Community College Zip Code 60554
6. Developed pursuant to Contract Number R32-32-J-2106-407

7. Subject Matter (Check only one according to USOE Code):

   USOE Code

   ____ 01 Agricultural Education
   ____ 03 Business and Office Education
   ____ 04 Distributive Education
   ____ 07 Health Occupations Education
   ____ 09 Home Economics Education
   ____ 10 Industrial Art Education
   ____ 16 Technical Education
   __X__ 17 Trade and Industrial Education
   ____ 22 Cooperative Education
   ____ Career Education
   ____ Other (Specify) ____

8. Education Level:

   ____ Pre-K Thru 6 ____ 7-8 ____ 9-10 ____ 11-12
   ____ Post-Secondary ____ Adult __X__ Teacher (Pre-service)
   __X__ Administrator (Pre-Service) ____ Other (Specify) ____

9. Intended for Use By:

   ____ Student ____ Classroom Teacher __X__ Local Administrator
   __X__ Teacher Educator __X__ Guidance Staff __X__ State Personnel
   ____ Other (Specify) ____

10. Student Type:

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    __X__ Limited English Proficiency ____ Other (Specify) ____

11. Medium and Format of Materials:

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16. General Description (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.):

The major accomplishments of the FY82 Waubonsee LEP Project lie in the areas of materials development and the comparison of the bilingual and (non-bilingual) English core language ins-ructional models that were implemented in FY82. These accomplishments, keyed to the six Project Objectives, are discussed in Part 2, the main body of the Final Report. Also presented in Part 2 are data on the LEP student population and an analysis of the materials developed by the Project. Conclusions and recommendations are offered for other vocational programs serving LEP persons. Parts 1 and 3 contain background information and appendices.

17. Person Completing this Abstract: Michael G. Kelly

Full Address:

Waubonsee Community College
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Sugar Grove, IL Zip 60554

PART TWO

OBJECTIVE I. Implement the bilingual instructional model in vocational education for LEP students in the Fall Semester of FY82 and implement and fieldtest an English core language instructional model in vocational education for LEP students in the Spring of FY82. Both instructional models will utilize the basic program design and English instructional materials developed, field tested and revised in FY81.

As outlined in the FY82 proposal, the Project implemented bilingual model vocational and VESL courses in the areas of Machine Tool and Secretarial Science during the fall semester, and English core language (non-bilingual) model courses during the spring semester. In each semester, the Project recruited and enrolled LEP students in two Machine Tool Laboratory I courses and one Secretarial Science course, finalized curricula and instructional materials, completed the courses, and provided support services to those students and other LEP clients.

All the vocational courses were sixteen weeks in length for a total of 96 contact hours. The corresponding VESL courses met for 8 to 10 hours per week.

The Project has aimed at making the content covered in its courses parallel to that covered in existing courses at the College for three reasons: the LEP courses should be able to mainstream into regular college programs; the LEP courses should be able to continue after the special Project terminates; and they should be as economical as possible. When the LEP Project's courses parallel existing ones, their students are enrolling in regular college credit courses and the institution can utilize other reimbursements and funding resources to pay the instructors.

The major objective of the Project is to compare a bilingual and an English core language (non-bilingual) instructional model in vocational education for LEP adults. The key factor differentiating the models is the use of the native language by instructors and in materials. To make a valid comparison of the two instructional models, all factors other than native language use should be as equal as possible. These factors include:

- Operational framework, i.e., start-up time, staffing, institutional adjustments, recruitment procedures, establishment of linkages with social service agencies, state offices, business and industry.
- Instructional program development, i.e., appropriate curricula and English vocational materials, and scheduling, especially of available shop time.

The Project profited greatly in FY82 from the foundations of operational framework and materials development that were laid in its first year. An effective vocational program for LEP students does not spring from a vacuum. For a continuing Project, problems associated with start-up time, staffing, and institutional adjustments are minimal. Recruitment procedures are established, as are linkages with social agencies, state offices, business and industry. Furthermore, the cornerstone of any vocational program for LEP students in the United States is the existence of appropriate curricula and vocational materials in English. These English vocational materials are the main instructional model, and it is evident that their development must precede that of effective bilingual vocational materials. Appropriate bilingual instructional materials must be closely coordinated with the main English vocational materials in organization, format, and language level.

In essence, the first drafts of the Machine Tool curriculum and instructional materials as well as corresponding VESL materials were field tested and revised from August to December, 1980. The second drafts were field tested and revised from January to May, 1981. The final versions of the Machine Tool curriculum and instructional materials and corresponding VESL materials were completed in FY82. These instructional materials include a Machine Tool Curriculum, the Machine Shop Fundamentals textbooks Parts I and II, the Machine Shop Fundamentals Workbooks I and II (Study Questions, Review Questions, and Worksheets), the Machine Shop Fundamentals Vocational Instructor's Manuals I and II, student native language supplements I and II (Spanish, Lao, and Vietnamese), and VESL

Instructor's Manuals I and II including Technical and Sub-Technical Vocabularies.

In Secretarial Science, the Project field tested existing typing textbooks and Business English VESL textbooks for two semesters in FY81. Additionally, the Project developed, field tested, and revised vocational and VESL curricula and materials. The final versions of the Secretarial Science curriculum and instructional materials and corresponding VESL materials were completed in FY82. These instructional materials will include a Secretarial Science curriculum, a corresponding Business English VESL curriculum, and a VESL Instructor's Manual with an annotated bibliography of typing and Business English (VESL) textbooks and supplementary VESL instructional materials.

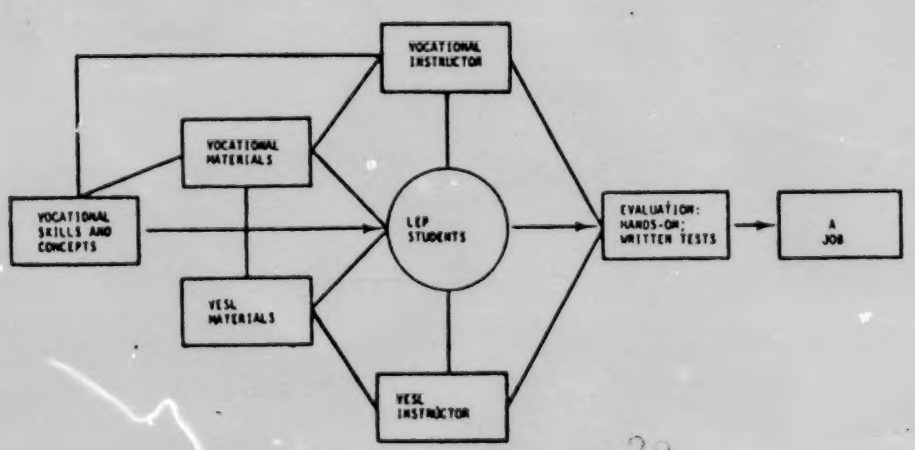
The investment of time and monies in materials development has been great, but thus far the results definitely justify this investment. This investment has been a key factor in the successful development of appropriate vocational curricula and instructional materials for LEP students. The materials developed by the Waubonsee LEP Project, especially Machine Shop Fundamentals, have been used by various other LEP vocational and VESL programs in Illinois as well as out-of-state, and have generated enthusiastic responses. (See section S, Statement of Impact, and section W, Materials Developed.)

As part of its effort to meet the community's employment training needs, Waubonsee Community College developed its programs for LEP students in Machine Tool and Secretarial Science, with corresponding vocational ESL (VESL) courses. The Waubonsee LEP Project for Vocational Education offered short-term, part-time training aimed at providing students with skills for entry-level employment, job upgrading and/or further education. The Project was based on the premise that LEP students can be taught the same vocational skills and concepts as native English speakers, but that in order to accomplish this, instructional delivery systems and vocational materials must be adapted in format and language. The most obvious necessary addition to traditional vocational education delivery systems is a Vocational ESL (VESL) course. The role of the VESL course is assist LEP students with the oral and written English language skills necessary to succeed in the vocational course and to function on the job.

For LEP students in vocational education, there are four elements in the instructional component, with the first two naturally taking priority:

Vocational Instructor
Vocational Materials
Vocational English as a Second Language (VESL) Instructor
VESL Materials

VOCATIONAL EDUCATION FOR LEP STUDENTS



20

The students' native language(s) may be used together with English by either instructor, and/or in either set of materials. Lectures, book work, and shop work will probably all be part of the vocational course, and the LEP student will have to demonstrate his/her acquisition of vocational skills and concepts by hands-on performance and in written tests which are generally in English. To get and keep a job, the LEP person must be able to demonstrate his/her technical skills and English skills to an employer. It must be emphasized that the goal of vocational education and its participants is employment, and that English communication ability is generally required for employment in the U.S.

The appropriateness of an instructional model for a specific vocational area in a particular institution or project, as well as how and how much the native language(s) will be used with English, will depend upon a complex set of interrelated factors:

(a) The vocational area: how language-bound the skills acquisition and job performance is;

(b) The commitment and resources of the institution or project;

(c) The goals, length and scope of the vocational training program: entry-level employability or a stepping-stone to mainstream training; a few weeks or a year; part-time or full time;

(d) The scope of vocational ESL support training;

(e) The LEP target student population: how many native languages are involved; the students' levels of oral and written proficiency in English and in their native language;

(f) The target student population's educational and vocational backgrounds in their native country and in the U.S.

(g) The English vocational materials to be used in the program;

(h) The availability of qualified bilingual instructors in the vocational area;

(i) The availability of native language vocational materials for the vocational area which are appropriate for the target LEP student population;

(j) The available funding for program development, including necessary materials development.

When adopting an instructional model for LEP students vocational education, each institution or project must evaluate the interplay of these factors in its own situation.

The Two Instructional Models: An Overview

Bilingual Models

Within the practical constraints of a given program, the question of language use arises primarily with regard to the instructional staff and the materials used. The key element in any bilingual instructional model is the use of both English and the students' native language(s) as the media of instruction. Bilingual vocational education utilizes the LEP students' native language(s) together with English to remove the language barriers to skills acquisition that are presented by instructors and vocational materials using only English.

In a bilingual vocational program, the demands of the vocational area being taught will affect the use of the two languages, working toward the goals of student success in the technical training itself, and student employability after training. How much or how little an individual instructor will choose to rely upon the native language in the classroom will depend upon his/her perceptions of individual students' needs and of his/her role as a bilingual instructor in a particular vocational area. There are also numerous alternative ways of using the native language in instructional materials of a bilingual vocational program, ranging from complete translations of traditional English textbooks to native language supplements to bilingual glossaries.

Unfortunately, there is a popular misconception about bilingual vocational education which credits any proportion of native language use to English use with the magic ability to produce technically skilled, highly employable LEP persons in any technical area, regardless of the students' English proficiency--or lack thereof--and previous educational background. However, bilingual means two languages, and, while many different ways of combining them are possible, not all combinations will work with all LEP students in all vocational areas. In any case, if the goal is a job in the U.S., English should be the primary medium of instruction, with the native language playing a supporting role.

Although English should be the primary language of instruction in vocational programs in the U.S., the native language is sometimes the most efficient means of explaining key technical and particularly sub-technical concepts and terms. A bilingual instructor, especially if he/she has appropriate materials, can utilize the native language whenever necessary in order to get meaning across to students who are having trouble. The use of the native language can mean the difference between success or failure in the training program, especially for a student whose English proficiency is low.

A bilingual instructional model has great potential for helping the instructor to evaluate accurately the student's acquisition of technical knowledge and skills. A serious problem for LEP students in non-bilingual vocational courses is that the instructor may evaluate student performance in the lab or classroom as poor, but be unable to judge to what extent this is due to the student's difficulties with English.

Being able to express themselves in their own language and thus perform in the shop or classroom free from the frustrating handicap of their limited English increases not only their chances of success but also their belief in their ability to learn. Language and academic barriers are especially discouraging for most LEP students in vocational training, because of the pressing nature of their economic needs. A bilingual instructional model plays a vital role in bolstering the self-confidence of LEP students and building empathy between teachers and students. This is most important for LEP adults who have had little previous experience and/or success in academic situations, but also for LEP students of relatively high English proficiency and academic sophistication. The success of the latter students in a bilingual program can be the stepping stone they need in order to feel able to mainstream into regular vocational courses of further training, with native English speaking classmates.

A program wishing to adopt a bilingual instructional model frequently encounters difficulty in finding qualified bilingual vocational instructors, in obtaining funds for bilingual teacher's aides/tutors, and in finding qualified bilingual VESL instructors (if these are part of the model). It also faces the scarcity of appropriate bilingual instructional materials in most vocational areas, coupled with the difficulty of finding staff members with the vocational and ESL qualifications necessary for adapting or writing such materials and the difficulty of funding the staff time necessary for materials development. Logically enough, such practical difficulties in finding bilingual staff and materials are compounded in multilingual classes.

Besides these practical problems, use of the native language may work against the students' improving their job-related English skills. In the eagerness of LEP students to acquire vocational skills and of their bilingual instructor to facilitate this skills acquisition, it is quite possible to use too little English. This can lead to technically capable graduates whose English proficiency is too low to allow them to get or keep a job. Methods for lessening this danger that the Waubonsee LEP Project has found to be effective include: discussion with instructor and student, ESL entrance requirements that are realistic for the vocational area and the scope of the training program, a strong VESL component, and encouragement of students to take a concurrent ESL course. This problem becomes much more serious if a bilingual course is in fact multilingual due to the presence of students from more than one native language background.

Another potential weakness of a bilingual instructional model of vocational education surfaces if technical vocabulary is taught in both English and the native language. In the first place, too much emphasis on native language technical terms will slow the acquisition of the English technical terms. In the second place, to learn new technical terms in both languages is doubly difficult for students, and in many cases is unnecessary. Most students will not be familiar with the technical terms in their native language, and in nearly all situations they will only need to use the English ones. This point is frequently brought up by students themselves, especially those with work experience in the U.S., and it is a strong argument against heavy reliance on bilingual technical glossaries.

A further complication is the fact that LEP students vary in the levels of their proficiency in their native language. Unless they have been well educated in their native language, their reading and writing skills and their

skills in the more formal social registers of this language will probably be low, sometimes lower than in English. This of course depends upon an individual student's educational background and experience in the U.S. and in his/her native country.

Finally, the use of the native language(s) in vocational instruction does not always affect student attitudes favorably. LEP students of all English proficiency levels realize that improving their English will greatly improve their employability. They often articulate their awareness of the dangers of too much native language use, and demand that a high priority be placed on English. The higher a student's English level is, the more likely it is that he/she will strongly prefer English.

Non-Bilingual English Core Models

In a non-bilingual instructional model of vocational education for LEP students, only English is used by the instructor and in the materials, i.e., the students are simply mainstreamed with no native language support. In an English core language model, special efforts are made to adapt the language to LEP students' needs essentially by limiting and standardizing the vocabulary and sentence structures.

The concept and rationale of an English core language model for LEP students in vocational training programs makes sense and has great appeal. This is especially true for LEP persons who do not have years and years to master the English language and be "mainstreamed" into existing vocational programs. There is a wide range of English core language approaches.

At one end of the spectrum we find the Caterpillar Fundamental English (CFE) Service Training Manuals of Caterpillar Tractor Company which feature an English core language vocabulary of 800 words. As Caterpillar does not

n. Major Activities and Events

July 1, 1981	Funding Year 1982 begins for LEP Project. Development of first drafts of curricula and instructional materials continues.
August 10, 1981	LEP Project Pre-Service Workshop: Using Vocational and VESL Materials Developed for LEP Students Waubonsee Community College
August 17-December 18, 1981	Implementation of LEP Project courses following the bilingual model
January 11-May 13, 1982	Implementation of LEP Project courses following the non-bilingual model.
March 31, 1982	ISBE/DAVTE LEP Dissemination Workshop, Joliet
June 30, 1982	Funding Year 1982 ends for LEP Project.

o. Problems

Finding a qualified part-time bilingual vocational instructor can be a difficult task. The requirements include knowledge and skills in the technical area, in teaching, and in two languages, as well as part-time availability and a personal schedule matching that of the classes/shop.

The bilingual Machine Tool instructor originally slated for the Project's fall semester day class was forced to withdraw two weeks before the start of classes, due to pressures from his business. Although the Project advertised twice, as well as utilizing contacts in industry, it proved to be impossible to identify and hire a part-time bilingual Machine Tool vocational instructor for the day class. Three good candidates were found, but in all cases the schedule and number of hours were insurmountable barriers.

As a result, the Project Director had to teach the Machine Tool vocational daytime class (6 hours per week plus preparation time). Although these duties were incorporated into his full-time position, they took him away from his other responsibilities and this is a luxury most projects do not have. Needless to say, these extra obligations affected the Project's time lines, causing inevitable delays in the finalization of the Machine Shop Fundamentals (MSF) materials.

The production of technical illustrations for MSF remained behind schedule for most of the year. Since the graphic artists' time in FY82 was a local contribution, their work on the MSF illustrations had to be fit into their regular schedules as time permitted.

We wish to point out that the LEP Project staff continually put in a great deal of extra time and effort to complete Machine Shop Fundamentals and accomplish the objectives of the Project. The Project's own fieldtesting continually pointed out the need to expand the scope of these materials. The quality of the materials proves the validity of this decision.

In both semesters, enrollment in the Project's Machine Tool courses was lower than expected. The Aurora area has been hit hard by the current economic recession and this has affected LEP participation in the Project's courses. Education/training, which requires an investment of time and money for tuition and transportation, often takes a backseat to immediate economic needs. Jobs are increasingly scarce. While the Project offered and provided many essential support services, such as counseling, referrals, job development and follow-ups, student stipends were beyond the scope and resources of the Project. First and foremost, most unemployed students needed financial assistance for stipends, tuition, transportation, materials, and childcare.

In the fall semester, 76 per cent of the Project's Machine Tool students were unemployed; this figure rose to 95 per cent in the Spring Semester (See Tables XIII and XIV.

Without the financial aid obtained from CETA, the Illinois Migrant Council, and TITLE XX (Public Aid), three of the four Machine Tool courses would have had, at best, only two or three students.

Transportation has been a continual problem. The College's location 10 miles from Aurora and the absence of public transportation as a result of the RTA crises in the Fall posed a serious obstacle for participation by some LEP students.

While recruitment efforts for Machine Tool and Secretarial Science course have been the same, obtaining LEP students for the Secretarial Science courses has been a persistent problem.

Many prospective LEP students who were interviewed were not interested in Secretarial Science and gave 2 main reasons: the high English language skills required for clerical positions and the low pay offered. Although the enrollment considerations discussed above do mean that the comparison of the two instructional models will be based upon smaller numbers of students than originally desired, the Project staff believes that a valuable comparison can nevertheless be made.

j. Products

The Project's FY82 products include this Final Report and the following instructional materials:

Machine Shop Fundamentals: Part I (Vocational Textbook)

Machine Shop Fundamentals: Part I, Student Workbook

Machine Shop Fundamentals: Part II (Vocational Textbook)

Machine Shop Fundamentals: Part II, Student Workbook

Machine Shop Fundamentals: Vocational Instructor's Manual

Machine Shop Fundamentals: Native Language Supplements to Vocational Textbook: Spanish, Lao, Vietnamese

Machine Shop Fundamentals VESL Instructor's Manual

Secretarial Science VESL Instructor's Manual

Appendix III presents a composite of evaluations of Machine Shop Fundamentals done by Caterpillar Tractor Company training specialists, vocational instructors, and VESL/ESL instructors.

Illinois State Board of Education

Department of Adult, Vocaticnal and Technical Education
Research and Development Section

Product Abstract

1. Title of material: Machine Shop Fundamentals: Part I

2. Date material was completed: February, 1982

3. Please check one: New material _X_ Revised material ____

4. Originating agency: Waubonsee Community College
   Address: Route 47 at Harter Road, Sugar Grove, IL Zip Code: 60554

5. Name(s) of developer(s): Michael G. Kelly, Patricia Menges, Kebir Marti-Lambert
   Address: Waubonsee Community College (Same as above) Zip Code: 60554

6. Developed pursuant to Contract Number: R-31-21-J-2106-407 and R32-32-J-2106-407

7. Subject Matter (Check only one according to USOE Code):

   USOE Code

   ____ 01 Agricultural Education
   ____ 03 Business and Office Education
   ____ 04 Distributive Education
   ____ 07 Health Occupations Education
   ____ 09 Home Economics Education
   ____ 10 Industrial Art Education
   ____ 16 Technical Education
   _X_ 17 Trade and Industrial Education
   ____ 22 Cooperative Education
   ____ Career Education
   ____ Other (Specify) ____

8. Education Level:

   ____ Pre-K Thru 6 _X_ 7-8 _X_ 9-10 _X_ 11-12
   ____ Post-Secondary _X_ Adult ____ Teacher (Pre-service)
   ____ Administrator (Pre-Service) ____ Other (Specify) ____

9. Intended for Use By:

   _X_ Student _X_ Classroom Teacher ____ Local Administrator
   ____ Teacher Educator ____ Guidance Staff ____ State Personnel
   ____ Other (Specify) ____

10. Student Type:

    ____ Regular _X_ Disadvantaged _X_ Handicapped
    _X_ Limited English Proficiency ____ Other (Specify) ____

11. Medium and Format of Materials:

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Diagrams: Yes _X_	No ____		

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No. of frames _____	No. of frames _____	___ Automatic synch	Specify:
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(See attached General Description on the next page.)

17. Person Completing this Abstract: Michael G. Kelly

Full Address:

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Sugar Grove, IL Zip 60554

Illinois State Board of Education

Department of Adult, Vocational and Technical Education
Research and Development Section

Product Abstract

1. Title of material: Machine Shop Fundamentals: Part I - Student Workbook

2. Date material was completed: May, 1982

3. Please check one: New material __X__ Revised material ____

4. Originating agency: Waubonsee Community College
   Address: Route 47 at Harter Road, Sugar Grove, IL Zip Code: 60554

5. Name(s) of developer(s): Michael G. Kelly, Patricia Menges, Kebir Marti-Lambert
   Address: Waubonsee Community College (Same as above) Zip Code: 60554

6. Developed pursuant to Contract Number: R-31-21-J-2106-407 and R32-32-J-2106-407

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   ____ 07 Health Occupations Education
   ____ 09 Home Economics Education
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   ____ 16 Technical Education
   __X__ 17 Trade and Industrial Education
   ____ 22 Cooperative Education
   ____ Career Education
   ____ Other (Specify) ____

8. Education Level:

   ____ Pre-K Thru 6 __X__ 7-8 __X__ 9-10 __X__ 11-12
   ____ Post-Secondary __X__ Adult ____ Teacher (Pre-service)
   ____ Administrator (Pre-Service) ____ Other (Specify) ____

9. Intended for Use By:

   __X__ Student __X__ Classroom Teacher ____ Local Administrator
   ____ Teacher Educator ____ Guidance Staff ____ State Personnel
   ____ Other (Specify) ____

10. Student Type:

    ____ Regular __X__ Disadvantaged __X__ Handicapped
    __XX__ Limited English Proficiency ____ Other (Specify) ____

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Diagrams: Yes __X__	No ____		

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Springfield, IL 62777
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16. General Description (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.):

This is the Vocational Instructor's Manual for Machine Shop Fundamentals: Part I and Part II and includes notes, teaching strategies, and a Self-Test for each lesson.

17. Person Completing this Abstract: Michael G. Kelly

Full Address:

Waubonsee Community College

Route 47 at Harter Road

Sugar Grove, IL Zip 60554

Illinois State Board of Education

Department of Adult, Vocational and Technical Education
Research and Development Section

Product Abstract

1. Title of material: Machine Shop Fundamentals: Native Language Supplements

2. Date material was completed: July, 1982

3. Please check one: New material: X Revised material: ____

4. Originating agency: Waubonsee Community College
   Address: Rt. 47 at Harter Road, Sugar Grove, IL Zip Code: 60554

5. Name(s) of developer(s): Michael G. Kelly, Patricia Menges, Kebir Marti-Lambert
   Address: Waubonsee Community College (Same as above) Zip Code: 60554

6. Developed pursuant to Contract Number: R-31-21-J-2106-407 and R32-32-J-2106-407

7. Subject Matter (Check only one according to USOE Code):

   USOE Code

   ____ 01 Agricultural Education
   ____ 03 Business and Office Education
   ____ 04 Distributive Education
   ____ 07 Health Occupations Education
   ____ 09 Home Economics Education
   ____ 10 Industrial Art Education
   ____ 16 Technical Education
   X 17 Trade and Industrial Education
   ____ 22 Cooperative Education
   ____ Career Education
   ____ Other (Specify) ____

8. Education Level:

   ____ Pre-K Thru 6
   X 7-8
   X 9-10
   X 11-12
   ____ Post-Secondary
   X Adult
   ____ Teacher (Pre-service)
   ____ Administrator (Pre-Service)
   ____ Other (Specify) ____

9. Intended for Use By:

   XX Student
   X Classroom Teacher
   ____ Local Administrator
   ____ Teacher Educator
   ____ Guidance Staff
   ____ State Personnel
   ____ Other (Specify) ____

10. Student Type:

    ____ Regular
    ____ Disadvantaged
    ____ Handicapped
    XX Limited English Proficiency
    ____ Other (Specify) ____

11. Medium and Format of Materials:

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___ Hard bond	___ Color	___ Color	
X Loose-leaf	____ inches	____ mm	
Photos: Yes ____	No ____		
Diagrams: Yes ____	No ____		

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No. of frames _____	No. of frames _____	___ Automatic synch	Specify:
___ B & W	___ B & W	___ _____ Hz	_____
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___ Audio	___ Audio	___ Reel	_____
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16. General Description (State the general objective and suggested method of use. Summarize the content and tell how it organized. Continue on back of this sheet or on another sheet, if necessary.):

This book includes vocational supplements in Spanish, Lao, and Vietnamese for the lessons in Machine Shop Fundamentals: Part I and Part II.

17. Person Completing this Abstract: Michael G. Kelly

Full Address:

Waubonsee Community College

Route 47 at Harter Road

Sugar Grove, IL Zip 60554

Illinois State Board of Education

Department of Adult, Vocational and Technical Education
Research and Development Section

Product Abstract

1. Title of material: Machine Shop Fundamentals: VESL Instructor's Manual

2. Date material was completed: July, 1982

3. Please check one: New material _X_ Revised material ____

4. Originating agency: Waubonsee Community College
   Address: Rt. 47 at Harter Road, Sugar Grove, IL Zip Code: 60554

5. Name(s) of developer(s): Patricia Menges, Michael G. Kelly, Kebir Marti-Lamoert
   Address: Waubonsee Community College (Same as above) Zip Code: 60554

6. Developed pursuant to Contract Number: R-31-21-J-2106-407 and R32-32-J-2106-407

7. Subject Matter (Check only one according to USOE Code):

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   ____ 01 Agricultural Education
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   ____ 09 Home Economics Education
   ____ 10 Industrial Art Education
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   _X_ 17 Trade and Industrial Education
   ____ 22 Cooperative Education
   ____ Career Education
   ____ Other (Specify) ____

8. Education Level:

   ____ Pre-K Thru 6 ____ 7-8 ____ 9-10 ____ 11-12
   ____ Post-Secondary ____ Adult ____ Teacher (Pre-service)
   ____ Administrator (Pre-Service) _X_ Other (Specify) Instructor's Manual

9. Intended for Use By:

   ____ Student _X_ Classroom Teacher ____ Local Administrator
   ____ Teacher Educator ____ Guidance Staff ____ State Personnel
   ____ Other (Specify) ____

10. Student Type:

    ____ Regular _X_ Disadvantaged _X_ Handicapped
    XX Limited English Proficiency ____ Other (Specify) ____

11. Medium and Format of Materials:

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16. General Description (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.):

The Machine Shop Fundamentals VESL Instructor's Manual is designed primarily to provide focused VESL materials and practical teaching suggestions to VESL instructors of LEP students who are using Machine Shop Fundamentals vocational materials in their Machine Tool vocational course, either as their main textbook or as supplements to another text. VESL teachers of LEP students in other vocational areas will also be able to use the techniques and sample worksheets presented here as a resource in developing their own curricula and materials.

17. Person Completing this Abstract: Michael G. Kelly

Full Address:

Waubonsee Community College
Route 47 at Harter Road
Sugar Grove, IL Zip 60554

Illinois State Board of Education

Department of Adult, Vocational and Technical Education
Research and Development Section

Product Abstract

1. Title of material: Secretarial Science VESL Instructor's Manual

2. Date material was completed: July, 1982

3. Please check one: New material [X] Revised material [ ]

4. Originating agency: Waubonsee Community College
   Address: Rt. 47 at Harter Road, Sugar Grove, IL Zip Code: 60554

5. Name(s) of developer(s): Patricia Menges, Kathy A. Johnson, Michael G. Kelly
   Address: Waubonsee Community College (Same as above) Zip Code: 60554

6. Developed pursuant to Contract Number: R-31-21-J-2106-407 and R32-32-J-2106-407

7. Subject Matter (Check only one according to USOE Code):

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   - [ ] 11-12
   - [ ] Post-Secondary
   - [ ] Adult
   - [ ] Teacher (Pre-service)
   - [ ] Administrator (Pre-Service)
   - [X] Other (Specify) Instructor's Manual

9. Intended for Use By:

   - [ ] Student
   - [X] Classroom Teacher
   - [ ] Local Administrator
   - [ ] Teacher Educator
   - [ ] Guidance Staff
   - [ ] State Personnel
   - [ ] Other (Specify) _____

10. Student Type:

    - [ ] Regular
    - [X] Disadvantaged
    - [X] Handicapped
    - [XX] Limited English Proficiency
    - [ ] Other (Specify) _____

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Photos: Yes [ ]	No [ ]		
Diagrams: Yes [ ]	No [ ]		

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16. General Description (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.):

See attached description.

17. Person Completing this Abstract: Michael G. Kelly

Full Address

Waubonsee Community College

Route 47 at Harter Road

Sugar Grove, IL Zip 60554

Machine Shop Fundamentals: Part I

Machine Shop Fundamentals
4C

TECHNICAL VOCABULARY

(nouns)	(page)	(example)
precision measurement	1	Precision measurement is the measurement of to within .001 of an inch or smaller.
a precision measurement tool	2	The machinist uses precision measurement to make precision measurements.
a precision measurement	2	
a thousandth	2	The machinist uses precision measure measure thousandths (.001, .002, .003 inch and ten-thousandths (.0001, .000 of an inch.
a ten-thousandth		
a micrometer		

Machine Shop Fundamentals
4C

UNIT 4: Measurement

LESSON 4C: Precision Measurement with Micrometers

OBJECTIVES: 1. The student will write the correct definiti measurement.
2. The student will match the outside micro micrometer, and the depth micrometer to that measurement tool.
3. The student will match the names of t to a picture of a micrometer.
4. The student will write the steps t
5. The student will write the correc a picture of a micrometer readi
6. The student will choose the co micrometers.

PROCEDURES:
1. Read the Objectives.
2. Read the Lesson.
3. Watch the Slide Show
4. Watch the teacher's demonstra
5. Do the Study Questions.
6. Do the Worksheets.
7. Do the Review Questions.
8. Do the Self-Test.

REFERENCES:

Machine Shop Fundamentals
4C

Name _____
Date _____

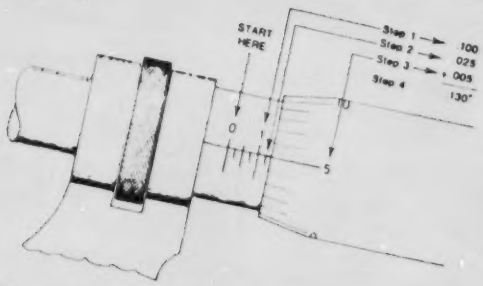
STUDY QUESTIONS

DIRECTIONS: Read each sentence.
Write the correct word or words in each blank.

Introduction

1. For _____, the machinist uses precision measurement and precision measurement tools.
2. _____ inch or smaller. --- is the measurement of parts to within .001 of an
3. The machinist uses precision measurement tools to measure _____ (.001, .002, .003, ...) of an inch and _____ (.0001, .0002, .0003, ...) of an inch.

EXAMPLE A



The machinist always starts at 0.000" or the left side of the sleeve. He/she reads the outside micrometer and the inside micrometer from left to right (from the sleeve to the thimble).

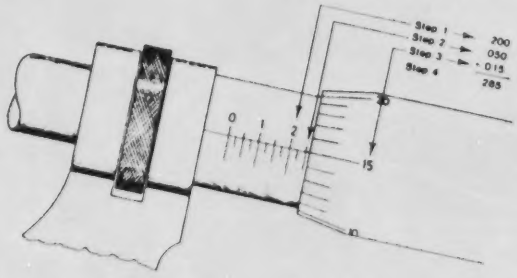
STEP 1. Read the .100", .200", .300", ..., .900" line on the sleeve.

STEP 2. Read the .025", .050", or .075" line on the sleeve.

STEP 3. Read the .001", .002", .003", ..., .024" line on the thimble.

STEP 4. Add the readings from Step 1, Step 2, and Step 3. This is the dimension of the part.

EXAMPLE B



9

4C

t. Conclusions and Recommendations

The foundation of the LEP Project has always been the premise that LEP students can learn the same vocational concepts and skills as native English-speaking students, given the necessary support services and appropriate instructional materials and strategies, both vocational and Vocational English as a Second Language (VESL). From the Project's work in FY81-FY82, a number of conclusions may be drawn.

Bilingual and Non-Bilingual Instructional Models

1. In a vocational program aimed at training LEP students for employment in the United States, English should be the main language of instruction, and appropriate English vocational materials are the key to the students' success in training and ultimately on the job. This is equally true for both bilingual and non-bilingual instructional models.
2. Realistic English proficiency entrance requirements must be established for a special project's vocational courses. LEP students need to have certain basic competencies in English in order to profit from vocational training aimed at employability in the U.S. Exactly what constitutes these basic competencies depends on the vocational area and the scope of a particular training program, especially the scope of its VESL component.
3. Vocational English as a Second Language (VESL) courses play a vital role in the success of LEP students in vocational education, especially in the case of students with less than advanced English proficiency. An effective VESL course will be closely coordinated with a particular vocational course. Due to its specialized nature, VESL should not and cannot replace ESL for general purposes.
4. Since math skills are necessary for training in many vocational areas an LEP program should assess its students' math skills and be prepared to address their needs.

5. During the development and implementation of its bilingual instructional model in FY82, the Project found that the use of the LEP students' native languages(s) carries with it certain very important strengths, particularly the following:

   (a) potential for insuring student comprehension;

   (b) potential for helping the vocational instructor to evaluate accurately a student's acquisition of technical knowledge and skills;

   (c) bolstering of students' self-confidence.

   The evaluations done by the Project's instructors and students indicate that (a) and (c) are especially great advantages for LEP students in vocational education.

6. The Project encountered practical difficulties in implementing its bilingual instructional model in FY82, namely the scarcity of qualified bilingual vocational and VESL instructors and the scarcity of appropriate bilingual and/or native-language-only materials.

7. Besides these practical problems, the Project found it necessary to try to minimize the effects of certain potential weaknesses of the use of the students' native language(s), particularly the following:

   (a) the possibility that the use of their native language(s) may work against the students' improving their job-related and general purpose English skills

   (b) the fact that the more native languages are involved in the multilingual classroom of a "bilingual" model, the less time there is for using English

   (c) the double difficulty for students if the new technical vocabulary is taught bilingually

   (d) the variety of the students' native language proficiency levels

(e) the students' demands that English be the primary language of instruction

8. English vocational materials that are appropriate for LEP students should be the basis for any native language materials used in the vocational and/or VESL courses. Native language support for the English core vocational materials enhances their effectiveness.

9. After considerable experimentation with various formats and levels of bilingual Machine Tool materials, the Project found the least effective ones to be bilingual technical glossaries and straight translations of traditional vocational textbooks. The results of the Project's field testing showed the most effective bilingual Machine Tool materials to be native language supplements to the English Machine Tool vocational materials developed by the Project.

10. In evaluating the adaptability of a bilingual instructional model for vocational education, a project must take a hard look at its resources, its students' English and native language proficiences, how many native languages are involved, the vocational areas(s) and the availability of qualified bilingual staff and materials in that area. It is important to remember that the use of LEP students' native language(s) in vocational education is one of many instructional tools. We believe that English should be the primary medium of instruction. Bilingual vocational education is not a magic cure-all, however, its strengths seem to outweigh its weaknesses.

11. The Waubonsee LEP Project has demonstrated that, given support services, VESL courses, and appropriate English core vocational curricula and materials, both a bilingual and non-bilingual instructional model can work. It is not a question of which is best, but rather which will work best for a

particular project and its students. In any case, a project must maximize the strengths and minimize the weaknesses of its chosen model.

Appropriate Materials for LEP Students in Vocational Education

12. The LEP Project has shown that appropriate comprehensive vocational and VESL materials for LEP students can be adapted, written, and/or selected from existing resources.

It is evident that many traditional vocational materials and techniques presuppose high language and academic skills the majority of LEP students do not possess. Even the few existing materials targeted for LEP students are not usable because most of them are designed for the small minority who posses advanced English skills, rather than the majority of LEP students, i.e., those at beginning and low intermediate ESL levels. (See section r, Summations of Evaluation Data Collected.)

Extensive adapting and rewriting of these vocational materials is thus necessary. Both vocational and language expertise must be applied to the development of vocational materials for LEP students. As demonstrated by the Machine Tool instructional materials developed by the Project, the necessary adaptations of organization, format, and layout of concepts, and the necessary language simplification (structures and vocabulary) can be done without diluting the technical content.

13. The high language and academic skills presupposed by traditional vocational textbooks present similar barriers to LEP students and to other special needs students. Like LEP students, many disadvantaged and handicapped students have difficulty in reading and using such traditional textbooks. The Project believes that adapted/developed English vocational materials which are appropriate for LEP students can also be effectively utilized by these other special needs students.

14. The appropriateness of materials depends on:

- language and technical skills necessary for employement in a particular vocational area
- the needs and resources of the student population
- the scope of the vocational training and its VESL support

The extent of materials adaptation necessary will be determined by accurate student assessment, realistic training and employment goals, and the demands of acceptable performance on the job.

15. The Project found that having two semesters of field testing in FY81 with real LEP students of diverse ethnic and educational backgrounds was extremely valuable in the development of curricula and instructional materials for both Machine Tool and Secretarial Science. The value of time for materials development cannot be overstated: time for planning, initial development, fieldtesting with real students--preferably with the developer(s) doing some or all of the fieldtesting and teaching--revisions, and final drafts.

Programmatic Concerns

16. The preliminary designing of an effective project will follow these steps:

    (1) make a realistic needs assessment of the LEP community, industry, business, and the institution

    (2) make a realistic resource assessment, especially of the LEP community and the institution

    (3) evaluate the feasability of alternative kinds of programs and choose the best one(s) for the situation

    (4) allow time and monies for planning, with realistic time lines for staffing and materials development

17. In a project goal setting, both a needs assessment and resource assessment are necessary. However, when it comes to program implementation, it is the extent and the accuracy of the resource assessment that counts most. The needs assessment helps you decide what you want to do, while the resource assessment helps you discover what you can do.

18. After outlining its goals in the planning phase, a project must fill in the details of who, what, when and how. This requires monies for qualified staff members with sufficient time to establish and maintain the necessary operational framework within the institution and the community. There must also be staff members and time to develop the instructional component.

19. In a research and development project such as the Waubonsee LEP Project, the development must come first in order to insure valid and usable research data. During FY81, a number of factors combined in the Project to make the amount of time necessary to establish the operation framework and fully develop the instructional component much greater than originally planned. The approved revisions in the Project's FY82 Proposal reflect this reality. (See section m, Accomplishments, Objective I.)

20. In vocational content and number of contact hours, special LEP courses should parallel existing "regular" ones as far as possible, although of course VESL courses will continue to be special. Such parallelism is important because vocational content need not and should not be diluted for LEP students although language will need to be adapted/simplified, and additional training time will be necessary. Parallel LEP courses will permit them to continue after the end of a special project, and will allow the institution to utilize various funding sources to pay instructors' salaries.

21. In terms of adoptability and adaptability of an effective vocational program for LEP students, the two most critical factors, besides operational framework, are:

    a. Support Services and Bilingual/Bicultural Counselors

    b. Instructional Materials (vocational and VESL)

These factors work hand in hand to meet the needs of LEP students by utilizing the resources of institutions that provide vocational training.

22. The Support Services component, with its many diverse facets, is vital to recruitment and retention of LEP students, especially adults.

23. The data collected by the Project on its student population point to major differences, e.g., English language skills, general educational background, age and family status, economic status, previous vocational education and experience, between the Waubonsee LEP students and the Waubonsee "regular" vocational students. These differences combine to prevent most LEP adults from successful participation in traditional vocational programs. An effective program must directly address these differences.

s. Statement of Impact

The major impact of this Project will come through the classroom materials, both vocational and VESL, that have been developed. The Project's Machine Shop Fundamentals has already been utilized in draft form by 11 different LEP vocational training programs in FY82, and another 50 requests have been received to date. Among these requests are a few from programs for disadvantaged and handicapped students, who like LEP students have difficulty in reading traditional textbooks. It is expected that in FY83 Machine Shop Fundamentals will be utilized by over 150 community colleges, area vocational centers, high schools, and other vocational training programs serving LEP and handicapped/disadvantaged students.

The great demand for Machine Shop Fundamentals clearly demonstrates how much teachers and students need comprehensive LEP vocational and VESL classroom materials of this kind. This is further articulated in the Evaluations of Machine Shop Fundamentals (Appendix III) and the Letters of Support which the Project has received (Appendix IV).

The major research goals of this Project in FY 82 are: (1) a detailed analysis of the advantages and disadvantages of the bilingual and the English core language vocational instructional models; and (2) the comparison of these instructional models. As a result of this project, administrators and instructors on both state and local levels who are interested in vocational education for LEP adults will have access to data which will greatly aid them in planning, implementing, and improving their vocational training programs.

It is expected that 70% of all LEP students who complete the project's training program will become employed, receive a job upgrading, and/or continue to further their education as a result of the program. Due to the current economic climate, fewer LEP students than anticipated have obtained employment. However, the majority have continued their education.

In addition to providing LEP students with entry-level technical skills, the Project has clearly helped LEP persons to better utilize the services and resources of Waubonsee by making them more aware of these services and resources and by offering needed individual counseling and encouragement.

Through LEP students' progress in the Project's own training program as well as their further progress in other Waubonsee courses, and through the Project's in-service workshops, Waubonsee Community College administrators, faculty and staff will become more aware of the needs and abilities of LEP adults.

Since its inception in FY80, the Project, especially its Support Services Component, has formed an important link between the LEP community, Waubonsee Community College's main campus and its Aurora Adult Center, and other service providers. In the past, very few members of the large LEP community in Waubonsee's district have taken advantage of the training opportunities offered by the college at its main campus, because most LEP adults either are not aware of these opportunities, and/or they feel unable to take part in them due to language barriers and economic difficulties.

While Waubonsee's excellent ESL/ABE/GED programs do attract large numbers of LEP students, the Project has helped these programs to reach many other LEP adults who would not otherwise have taken courses. The ESL/ABE Director and his instructional staff have been very supportive of the LEP Project, and their referrals have greatly aided the Project's recruitment efforts.

Conference/Workshop Title: PRE-SERVICE WORKSHOP USING VOCATIONAL AND VESL MATERIALS DEVELOPED FOR LEP STUDENTS

Organizer: Limited English Proficiency Program for Vocational Education, Waubonsee Community College

Presentation Title: The workshop agenda is attached

Presenter(s): Michael G. Kelly, Project Director
Patricia Menges, Curriculum Developer
(with Kathy Johnson, Secretarial Science VESL Instructor and Guadalupe Lambert, Secretarial Science Instructor)

1. Summary of Subject Matter Covered: The workshop agenda is attached.

2. Conference/Workshop Particulars:

   a. Place: Waubonsee Community College, Sugar Grove, Illinois

   b. Date: August 10, 1981

   c. Contact Hours of Workshop: 9:00 - 4:30

   d. Promotional Brochure: Letters and brochure are attached.

3. Participants: 18 instructors and administrators of 9 LEP Projects for Vocational Education.

4/5. Evaluation: A composite of the evaluation instruments completed by the participants is attached.

6. Summary of Conference/Workshop Presentation's Strengths and Weaknesses:
The participants particularly appreciated this workshop because:
It gave an in-depth treatment of vocational and corresponding VESL instructional materials that were developed for LEP students.
It focused on practical ways to address the needs of instructors and LEP students in vocational classrooms. It took place in time for them to use the materials from the start of their fall semester classes.

7. Materials Developed for Presentation:
The presentation outline that was distributed to the participants is attached. Other materials, too numerous to include here, were also used to support various points of the presentation.

USING VOCATIONAL AND VESL MATERIALS DEVELOPED FOR LIMITED ENGLISH PROFICIENCY STUDENTS

Limited English Proficiency Program for Vocational Education

Waubonsee Community College
Sugar Grove, Illinois

August 10, 1981

AGENDA

9:00 - 10:00	Individual consultations (Optional)
10:00	Introduction
10:15	Waubonsee's Machine Tool materials: The "WHAT" - Curriculum of Machine Tool Lab I - Curriculum of Technical English for Machine Tool Lab I - Machine Shop Fundamentals: Part I
11:15	Waubonsee's Machine Tool materials: The "HOW"
11:45	Technical English for Machine Shop Fundamentals
12:30 - 1:30	Lunch by Ouankeo
1:30	Practical methods of developing vocational and VESL materials for LEP students
2:30	Concurrent sessions: A. Waubonsee's Secretarial Science vocational and VESL curricula and materials B. Now it's your turn: Adapting vocational and VESL materials for LEP students in other technical fields
3:30	A. Now it's your turn: Assessing and adapting vocational and VESL curricula and materials for LEP students in clerical training programs B. (continued)
4:15	Evaluation of materials and workshop
Designed for:	Instructors (vocational and/or VESL) and administrators serving LEP students in vocational training programs. Instructors who wish to use in their classes the Machine Tool and/or Secretarial Science instructional materials developed by the Waubonsee LEP Project.
Goals:	To provide participants with the opportunity to examine the Waubonsee LEP vocational and VESL curricula and materials and to prepare to use them in their program. To present the participants with the various teaching techniques keyed to these materials. To demonstrate to the participants practical ways to develop vocational and VESL materials for their LEP students.

Limited English Proficiency Program for
Vocational Education

During the 1980-81 school year, our project at Waubonsee Community College developed and field-tested vocational training programs for Limited English Proficiency (LEP) students in the areas of Machine Tool and Secretarial Science. This field-testing has resulted in a considerable amount of vocational curricula and instructional materials and corresponding Vocational English as a Second Language (VESL) curricula and materials. Our materials have been designed for real classroom use as the main instructional texts of a course, or as supplements to some other text. They incorporate the experiences of a year's pilot-testing with LEP students, primarily Hispanic and Indochinese, and include native language supplements.

Vocational teachers and language teachers in secondary schools and Adult Education programs are in great need of appropriate vocational and VESL instructional materials for their LEP students. We would like to share what we have. The Waubonsee materials will be available during the coming 1981-82 school year. We are planning to offer in-service workshops for instructors who want to use our materials either as main or supplementary texts in the classroom, or as a springboard to developing their own materials in other technical areas.

If you and/or other staff members of your school or program are interested in attending such a workshop, or would like more information, please fill out the attached form and return it to us as soon as possible.

We look forward to working with you in the near future.

Sincerely,

Michael G. Kelly
Project Director

Patricia A. Menges
Curriculum Developer/
VESL Instructor

IN-SERVICE WORKSHOP
LIMITED ENGLISH PROFICIENCY PROGRAM
FOR VOCATIONAL EDUCATION

WAUBONSEE COMMUNITY COLLEGE

If you are interested in an in-service workshop on the Waubonsee LEP vocational and vocational ESL(VESL) curricula and materials, please fill out this form and return it as soon as possible to:

Patricia Menges
Waubonsee Community College, Bldg. B
Illinois Route 47 at Harter Road
Sugar Grove, IL 60554
Tel. (312) 466-4811 Ext. 344

Name _____

Position _____

Institution _____

Address _____

Phone _____

Mailing address June 15-August 15, if different from above address:

_____

The following information will help us in planning workshop activities.

1. Are your primarily _____ a vocational teacher
   _____ a VESL or ESL teacher
   _____ an administrator/coordinator
2. What is (are) your technical area(s)? _____
   _____
3. Are you involved in _____ vocational curricula and materials
   _____ VESL curricula and materials
4. Do you work with _____ Hispanics _____ Indochinese _____ other language groups
5. Are you interested in _____ Waubonsee Machine Tool curricula and materials
   _____ measurement and blueprint reading for manufacturing trades (a part of Waubonsee Machine Tool)
   _____ Waubonsee Secretarial Science curricula and materials
   _____ practical methods of developing vocational and VESL materials
6. We have been considering early August for the workshop. What time would be most convenient for you? Please rank from 1(most) to 4(least).

   _____ early August _____ early September
   _____ mid August _____ mid September
   _____ late August _____ other (when?_____ _____)

Waubonsee Community College

Illinois Route 47 at Harter Road • Sugar Grove, Illinois 60554 • Phone (312) 466-4811

Limited English Proficiency Program for
Vocational Education

Dear

You are invited to attend an in-service workshop for instructors and other staff members of LEP Vocational Education programs who wish to use the vocational and/or VESL (vocational ESL) curricula and materials developed and field-tested last year by the Waubonsee LEP Project.

Early last month we contacted various instructors and administrators who had expressed interest in our materials. The majority of the respondents indicated that either early or mid-August would be the most convenient time for such a workshop, although a number of others found it difficult or impossible to attend a workshop in August.

Therefore we have decided to offer a workshop on Tuesday, August 11, 10:00 a.m. - 4:30 p.m., here at Waubonsee Sugar Grove campus. Our main emphasis will be very practical and specific, that is, what our materials are and how to use them as the main instructional materials of your program or how to integrate them as supplements to the other materials you use. If you are interested in using our materials as supplements, please bring to the workshop your program's textbook(s), course outline, shop project prints, etc., as resource materials. A working agenda and information on how to get to Waubonsee are enclosed. The workshop will not actually begin until 10:00 a.m. in order to allow people time to get here.

PLEASE CALL US AT (312) 466-4811, ext. 344 or 226 BY JULY 29 TO LET US KNOW IF YOU ARE COMING, and to tell us if we should count you in for lunch (approximately $3.00 per person).

We regret being unable to accomodate everyone's needs with respect to an optimum workshop date. However, we plan to participate in a materials use workshop to be held by the Bilingual Vocational Education Project in Arlington Heights in late September or early October, where several Illinois LEP Vocational Education projects will discuss the materials they have developed with people interested in using and pilot-testing them. Jeanne Lopez-Valadez, BVEP Director, will be contacting you about that workshop. If we do not see you here in August, we look forward to seeing you then, and we wish you success in gearing up for Fall classes.

Sincerely,

Michael G. Kelly
Project Director

Patricia Menges
Curriculum Developer

MGK/lm

Enclosure

USING VOCATIONAL AND VESL MATERIALS DEVELOPED FOR
LIMITED ENGLISH PROFICIENCY STUDENTS

Limited English Proficiency Program
for Vocational Education

Waubonsee Community College
Sugar Grove, Illinois

August 10, 1981

WORKSHOP EVALUATION FORM

Please rate the workshop by placing an X along the continuum for each question.

1. How clear were the objectives of this workshop?

very clear						not clear
	10	2				

2. How appropriate was this presentation for vocational education for LEP students?

very appropriate						not appropriate
	11	1				

3. How relevant was the content for you?

very relevant						not relevant
	8	3				

4. How much do you feel you learned?

more than anticipated						less than anticipated
	6	4	2			

5. Do you plan to use the information in your program teaching/coordination?

Definitely						never
	8	2	2			

6. Were the handout materials supportive of the content?

very supportive						not very supportive
	12					

7. How would you rate the presentors?

Excellent						poor
	10	2				

8. How would you rate this workshop overall?

Excellent						unsatisfactory
	8	4				

9. Are you primarily: Total No. Participants: 12

	a vocational instructor	4	an administrator
5	a VESL or ESL instructor	3	an administrator/instructor

Comments:
I thought this was one of the best workshops I've ever attended in terms of organization and quantity of information/I was impressed/Thank you/You two did a masterful job. Your presentation and materials were clear and right on target/Yours was by far the best and most practical workshop I've ever attended. I hope you'll have another one soon and I will be first in line to attend/I'm anxiously awaiting the rest of your good material, and can't wait to use it/Keep up the good work!

Conference/Workshop Title: ILLINOIS TESOL/BE SEPTEMBER WORKSHOP

Organizer: ILLINOIS TESOL/BE

Presentation Title: Issues of Testing in Vocational Education for LEP students

Presenter(s): Patricia Menges, Curriculum Developer

1. **Summary of Subject Matter Covered:** The presentation outline handout is attached.

2. **Conference/Workshop Particulars:**

   a. **Place:** Northeastern University, Chicago, Illinois

   b. **Date:** September 19, 1981

   c. **Contact Hours of Presentation:** 10:30-11:15

   d. **Promotional Brochure:** Available from Conference/Workshop organizer.

3. **Participants:** 11 instructors and administrators of ESL/VESL Programs.

4/5. **Evaluation:** A composite of the evaluation instruments completed by the participants is attached.

6. **Summary of Conference/Workshop Presentation's Strengths and Weaknesses:**

This presentation took a thorough look at the major questions of testing (assessment and evaluation) of LEP students in vocational education.

7. **Materials Developed for Presentation:**

The presentation outline that was distributed to the participants is attached. Other materials, too numerous to include here, were also used to support various points of the presentation.

Illinois TESOL/BE September Workshop
Northeastern University, Chicago, Illinois
September 19, 1981

ISSUES OF TESTING IN VOCATIONAL EDUCATION FOR LIMITED ENGLISH PROFICIENCY STUDENTS

Patricia Menges
Curriculum Developer/VESL Instructor
Waubonsee Community College
Sugar Grove, Illinois 60554

(1) Vocational Education for LEP Students: An Introduction

(2) Basic Issues of Testing
(2a) What

(2b) Why

(2b) How

(3) Phases of testing in Vocational Education for LEP Students: What and Why

(3a) Initial assessment testing of LEP persons

What

-- English language skills

Oral and written

General purpose English

Some consideration of vocational area(s)

Why

-- Realistic entrance requirements for LEP courses and ultimately for jobs in the vocational area(s)

-- Data basis for appropriate referrals

(3b) Pre-test:
Preliminary skills testing of LEP Project students
(at the start of the courses)

What

-- English language skills

Oral (listening and speaking) and written (primarily comprehension)

General purpose English (results of (3a) can be used)

Sub-technical vocabulary (comprehension)

Specfic to vocational area

-- Reading skills

English

Native language if possible (important if bilingual vocational instructors and/or materials are to be used)

-- Math

Specific to vocational area

Why

-- Diagnosis of areas of strength and weakness

-- Aid for instructors' planning of courses

(3c) On-going Assessment:
Assessment of skills acquisition by LEP Project students during the courses

What

-- Vocational skills

Hands-on skills in shop or lab

Technical theory

-- English language skills

Specific to vocational course and vocational area jobs

Why

-- Evaluation and adaptation of instructional strategies

to promote student success

-- Evaluation and adaptation of instructional materials

(3d) Post-Tests:
Final assessment of students' skills acquisition at the end of the LEP Project's courses

What

-- Vocational skills (see (3c) above)

-- English language skills (see (3a)-(3c) above)

-- Reading (see (3b) above)

-- Math (see (3b) above)

Why

-- Job development

-- Referrals to further training

-- Improvement of Project's instructional strategies/materials

(4) Testing in Vocational Education for LEP students:
How

(4a) Initial assessment testing/entrance exams

-- English language skills

Waubonsee LEP Project : Ilyin Oral Interview

English-second-language Placement Test (EPT) (written, grammar; published as Ilyin & Best, STEL)

Cutoff for entrance depends on language requirements of vocational area.

(4b) Pre-tests

-- English language skills

General purpose English: results of (4a)

Sub-technical vocabulary:

Waubonsee LEP Project VESL Test I (Machine Shop Fundamentals)

-- Reading skills

Waubonsee LEP Project: Guidance Testing Associates, Inc.
Inter-American Series of Reading Tests

English & Spanish
Vocabulary & comprehension
Level II; 2nd-4th grade

-- Math

Waubonsee LEP Project: Project developed 3-part Math Test

Whole numbers, fractions, decimals
+ - x - for Machine Shop Fundamentals

(4c) On-going assessment

-- Vocational skills: Machine Tool

Hands-on: Shop quizes; practical sections of lesson self-test

Theory: Waubonsee LEP Project developed self-test for lessons of its Machine Shop Fundamentals textbook

Multiple-choice, write-in, closely keyed to MSF lessons; and their competency-based objectives; technically accurate and complete, but "simplified" Engish language and many drawings

-- Vocational skills: Secretarial Science

Hands-on: Typing timings; Office skills application tasks

Theory: Office skills application tasks and explanations

-- VESL (Machine Tool and Secretarial Science)

Periodic quizes; worksheets

Evaluation by instructors

(4d) Post-Tests

-- Vocational skills: Machine Tool

Hands-on: Shop project evaluation

Theory: Average of Self-test grades

-- English language skills

Alternate forms of the Ilyin Oral Interview, the ETP, and the VESL Test I

-- Math

Alternate forms of the three parts of the Math test (4b)

(5) Conclusions

Illinois TESOL/BE September 19th Workshop, 1981
ISSUES OF TESTING IN VOCATIONAL EDUCATION FOR
LIMITED ENGLISH PROFICIENCY STUDENTS

EVALUATION FORM

Please rate the presentation by placing an X along the continuuum for each question.

1. How clear were the objectives of this presentation?

very clear	7	3	1			not clear

2. How appropriate was this presentation for vocational education for LEP students?

very appropriate	7	4				not appropriate

3. How relevant was the content for you?

very relevant	4	3	2	1	1	not relevant

4. How much do you feel you learned?

more than anticipated	3	3	4	1		less than anticipated

5. Were the handout materials supportive of the content?

very much	8	3				not very much

6. How would you rate the presentor?

Excellent	5	5	1			poor

7. How would you rate this presentation overall?

Excellent	4	6	1			unsatisfactory

8. Are you primarily: Total No. Participants: 11 Do you work in:

	a vocational teacher	3 an administrator	elementary school
7	a VESL or ESL teacher	a bilingual teacher	1 secondary school
1	an Admin/VESL teacher		10 adult education

9. Comments:
Well done/As a result of this excellent presentation, I was able to get many good ideas for organizing and presenting a talk and learn about vocational English relevant to my program/ Well organized. I like the handout of the outline: provided a good focus/The details were excellent/I didn't quite understand the "big picture" (broad outlines)/Limited time did not allow for an adequate discussion of relevant questions/Make transparencies of a "sample page" from each test/People often don't recognize the name of a test but will recognize an excerpt/ I would like to see samples of materials to understand concepts better.

Conference/Workshop Title: FIELD TESTING WORKSHOP

Organizer: Bilingual Vocational Education Project

Presentation Title: Introduction to the Waubonsee LEP Project's Machine Shop Fundamentals materials

Presenter(s): Michael G. Kelly, Project Director

1. Summary of Subject Matter Covered: The presentation covered Machine Shop Fundamentals: Parts I and II (Vocational textbook, workbook, native language supplements, instructor's manuals)
2. Conference/Workshop Particulars:

   a. Place: Center for Urban Education, Chicago, Illinois

   b. Date: October 21, 1981

   c. Contact Hours of Presentation: 1:00-3:00

   d. Promotional Brochure: Available from Conference/Workshop organizer.

3. Participants: 8 Vocational instructors, ESL instructors, and administrators from LEP Projects in Illinois, Indiana and Iowa.

4/5. Evaluation: A composite of the evaluation instruments completed by the participants is attached.

6. Summary of Conference/Workshop Presentation's Strengths and Weaknesses: This presentation provided an opportunity to introduce a few more people to Machine Shop Fundamentals. Unfortunately, the workshop itself was poorly organized and publicized. It attracted very few vocational instructors, and tried to do too much at one time.

7. Materials Developed for Presentation:

   The presentation outline that was distributed to the participants is attached. Other materials, too numerous to include here, were also used to support various points of the presentation.

BILINGUAL VOCATIONAL EDUCATION PROJECT
Field Testing Workshop

Chicago, Illinois
October 21, 1981

INTRODUCTION TO THE WAUBONSEE LEP PROJECT'S
MACHINE SHOP FUNDAMENTALS MATERIALS

EVALUATION FORM

Please rate the presentation by placing an X along the continuum for each question.

1. How clear were the objectives of this presentation?

   very clear 5 2 1 ____ ____ not clear

2. How appropriate was this presentation for vocational education for LEP students?

   very appropriate 6 2 ____ ____ ____ not appropriate

3. How relevant was the content for you?

   very relevant 5 2 ____ 1 ____ not relevant

4. How much do you feel you learned?

   more than anticipated 5 1 1 1 ____ less than anticipated

5. Were the handout materials supportive of the content?

   very much 6 1 1 ____ ____ not very much

6. How would you rate the presentor?

   Excellent 5 2 1 ____ ____ poor

7. How would you rate this presentation overall?

   Excellent 5 2 1 ____ ____ unsatisfactory

8. Are you primarily: Total No. Participants: 8 Do you work in:

   2 a vocational teacher 4 an administrator ____ elementary school

   2 a VESL teacher ____ a bilingual teacher 2 secondary school

   ____ an ESL teacher 6 adult education

9. Comments:
   Thanks/Great stuff/Everything was impressive and a good alternative for many particular situations.

Conference/Workshop Title: FIELD TESTING WORKSHOP

Organizer: Bilingual Vocational Education Project

Presentation Title: VESL for Clerical Careers, Data Processing, Accounting and Drafting

Presenter(s): Patricia Menges, Curriculum Developer

1. Summary of Subject Matter Covered: The presentation outline handout is attached.

2. Conference/Workshop Particulars:

   a. Place: Center for Urban Education, Chiago, Illinois

   b. Date: October 21, 1981

   c. Contact Hours of Presentation: 1:00-3:00

   d. Promotional Brochure: Available from Conference/Workshop organizer.

3. Participants: 12 instructors, administrators, and counselors of LEP Vocational and ESL programs

4/5. Evaluation: A composite of the evaluation instruments completed by the participants is attached.

6. Summary of Conference/Workshop Presentation's Strengths and Weaknesses: This presentation gave the participants a good overview of VESL as it relates to the 4 areas chosen by the workshop organizer. However, the basis for putting these 4 areas together, i.e. all 4 were the subjects of Truman College VESL manuals, was not a solid one. Therefore, it was difficult to include specific points. Moreover, the workshop itself was poorly organized.

7. Materials Developed for Presentation:

   The presentation outline that was distributed to the participants is attached. Other materials, too numerous to include here, were also used to support various points of the presentation.

Bilingual Vocational Education Project
Field-Testing Workshop

Chicago, Illinois
October 21, 1981

VESL FOR CLERICAL CAREERS, DATA PROCESSING, ACCOUNTING, AND DRAFTING

Patricia Menges
Curriculum Developer/
VESL Instructor
Waubonsee Community College
Sugar Grove, Illinois

(1) VESL and Vocational Education

- Language skill requirements specific to a vocational area
- Coordination of VESL curriculum and materials with those of the vocational course
- VESL and "remedial voc. ed."
- VESL and "pre-voc." ed.

(2) VESL and ESL

- English proficiency entrance requirements
- VESL not to replace ESL, but to build on it, specialize
- VESL and pre-employment skills

(3) VESL curriculum, materials, methods

- Selecting vocabulary and structures
- Balancing vocabulary, structures, and social interaction/functions

(4) VESL for Clerical Careers

(5) VESL for Data Processing

(6) VESL for Accounting

(7) VESL for Drafting

Conference/Workshop Title: VOCATIONAL INSERVICE WORKSHOP

Organizer: Bilingual Vocational Education Project BVEP)
and the Chicago Board of Education

Presentation Title: Session 1 of a 3-session course

Presenter(s): Jeanne Lopez-Valadez, BVEP Director
Patricia Menges, Curriculum Developer

1. Summary of Subject Matter Covered: Second language learning and teaching; ESL and VESL; Coordination between ESL/VESL and vocational teachers; how ESL/VESL can aid vocational education; VESL vocabulary selection
2. Conference/Workshop Particulars:

   a. Place: Benito Juarez High School, Chicago, Illinois

   b. Date: October 21, 1981

   c. Contact Hours of Presentation: 6:00-9:00 P.M.

   d. Promotional Brochure: Available from BVEP.

3. Participants: 20 vocational instructors from several Chicago high schools

4/5. Evaluation: Available from BVEP.

6. Summary of Conference/Workshop Presentation's Strengths and Weaknesses:

   It was good to meet with so many vocational instructors. However, this session was planned to cover too many different topics, and at too theoretical a level.

7. Materials Developed for Presentation: Available from BVEP.

BILINGUAL VOCATIONAL EDUCATION PROJECT
Field-Testing Workshop

Chicago, Illinois
October 21, 1981

VESL FOR CLERICAL CAREERS, DATA PROCESSING, ACCOUNTING, AND DRAFTING

EVALUATION FORM

Please rate the presentation by placing an X along the continuum for each question.

1. How clear were the objectives of this presentation?

very clear	6	4	1		1	not clear

2. How appropriate was this presentation for vocational education for LEP students?

very appropriate	7	4	1			not appropriate

3. How relevant was the content for you?

very relevant	4	5	2	1		not relevant

4. How much do you feel you learned?

more than anticipated	2	4	4	2		less than anticipated

5. Were the handout materials supportive of the content?

very much	7	4	1			not very much

6. How would you rate the presentor?

Excellent	6	5		1		poor

7. How would you rate this presentation overall?

Excellent	5	6		1		unsatisfactory

8. Are you primarily: Total No. Participants 12 Do you work in:

1	a vocational teacher	3	an administrator		elementary school
1	a VESL teacher	2	a bilingual teacher	5	secondary school
5	an ESL teacher	1	a counselor	7	adult education

9. Comments: Organized well/Ideas are good can be used

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Conference/Workshop Title: STATE-WIDE CONFERENCE ON INCREASING MINORITIES IN VOCATIONAL EDUCATION

Organizer: City Colleges of Chicago, ISBE/DAVTE, Ill. Assn. for Advancement of BlackAmericans in Voc. Ed.

Presentation Title: Alternative Materials and Delivery Systems for LEP Students in Vocational Education

Presenter(s): Patricia Menges, Curriculum Developer
Michael G. Kelly, Project Director

1. Summary of Subject Matter Covered: The presentation outline handout is attached.

2. Conference/Workshop Particulars:

   a. Place: Radisson Hotel, Chicago, Illinois

   b. Date: October 30, 1981

   c. Contact Hours of Presentation: 2:00-3:30

   d. Promotional Brochure: Available from Conference/Workshop organizer.

3. Participants: 14 instructors, administrators and counselors of ESL and Vocational programs for LEP students

4/5. Evaluation: A composite of the evaluation instruments completed by the participants is attached.

6. Summary of Conference/Workshop Presentation's Strengths and Weaknesses:

   This presentation gave a good general introduction to the topic.

7. Materials Developed for Presentation:

   The presentation outline that was distributed to the participants is attached. Other materials, too numerous to include here, were also used to support various points of the presentation.

City Colleges of Chicago
Illinois State Board of Education DAVTE
Ill. Assn. for Advancement of Black Americans in Voc. Ed.
Chicago, Illinois

October 30, 1981

Patricia Menges
Michael G. Kelly
Waubonsee Community College
Sugar Grove, Illinois

State-Wide Conference on Increasing
Minorities in Vocational Education

ALTERNATIVE MATERIALS AND DELIVERY SYSTEMS FOR LIMITED ENGLISH PROFICIENCY STUDENTS IN VOCATIONAL EDUCATION

(1) The gap between the Limited English Proficiency (LEP) students and traditional vocational education programs

(1a) LEP students: numbers, job needs and opportunities, skills, resources

(1b) Vocational education programs

(2) Program development and implementation

(3) Alternative delivery systems for LEP students in vocational education

(3a) Support services

Assessment of needs, interests, skills, and resources

Counseling

Information and referral

(3b) Language skills support

English as a Second Language (ESL)

Pre-employment ESL

Pre-vocational ESL

Vocational ESL (VESL)

Bilingual materials and/or staff

(3c) Skills support (not specifically language)

Study skills

Math

(4) Alternative instructional materials and strategies for LEP students in vocational education

(4a) Vocational materials

Bilingual vocational materials

Simplified English materials

(4b) Vocational instructional strategies

(4c) VESL materials

(4d) VESL instructional strategies

(5) Conclusions

City Colleges of Chicago, ISBE/DAVTE, IAABAVE
State-Wide Conference on Increasing Minorities in Vocational Education
October 30, 1981

ALTERNATIVE MATERIALS AND DELIVERY SYSTEMS
FOR LEP STUDENTS IN VOCATIONAL EDUCATION

EVALUATION FORM

Please rate the presentation by placing an X along the continuum for each question.

1. How clear were the objectives of this presentation?

very clear					not clear
7	4	3			

2. How appropriate was this presentation for vocational education for LEP students?

very appropriate					not appropriate
8	4	1	1		

3. How relevant was the content for you?

very relevant					not relevant
5	5	4			

4. How much do you feel you learned?

more than anticipated					less than anticipated
2	6	5	1		

5. Were the handout materials supportive of the content?

very much					not very much
7	4	3			

6. How would you rate the presentors?

Excellent					poor
9	3	1	1		

7. How would you rate this presentation overall?

Excellent					unsatisfactory
6	5	3			

8. Are you primarily: Total No. Participants 14 Do you work in:

	a vocational teacher	10	an administrator		elementary school
1	a VESL teacher		a bilingual teacher	2	secondary school
2	an ESL teacher	1	a counselor	12	adult education

9. Comments: They know their stuff/Excellent resource/Practical and thorough, but needed twice as much time/I felt that this was good for the teachers but being from an agency, I expected to find more resources/Need to bring more samples of the materials you're using

Conference/Workshop Title: VOCATIONAL INSERVICE WORKSHOP

Organizer: Bilingual Vocational Education Project (BVEP)and the Chicago Board of Education

Presentation Title: Session 3 of a 3-session course

Presenter(s): Jeanne Lopez-Valadez,BVEP Director
Michael G. Kelly, Project Director

1. Summary of Subject Matter Covered: The need for adapting the concept organization and language level of vocational materials for LEP students; methods of developing vocational materials for LEP students.
2. Conference/Workshop Particulars:

   a. Place: Benito Juarez High School, Chicago, Illinois

   b. Date: November 4, 1981

   c. Contact Hours of Presentation: 5:00-8:00 P.M.

   d. Promotional Brochure: Available from Conference/Workshop organizer.

3. Participants: 20 vocational instructors from several Chicago high schools

4/5. Evaluation: Available from BVEP

6. Summary of Conference/Workshop Presentation's Strengths and Weaknesses: Although useful ideas and techniques for LEP vocational materials adaptation were presented, many of them were not very feasible within the framework of the Chicago public school system.

7. Materials Developed for Presentation: Available from BVEP

Conference/Workshop Title: GREAT LAKES REGIONAL CONFERENCE

Organizer: American Technical Education Association

Presentation Title: Developing Vocational Materials for LEP Students

Presenter(s): Michael G. Kelly, Project Director

1. Summary of Subject Matter Covered:
   Vocational materials for LEP students.

2. Conference/Workshop Particulars:

   a. Place: Southern Illinois University, Carbondale, IL

   b. Date: November 6, 1981

   c. Contact Hours of Presentation: 10:00-11:30

   d. Promotional Brochure: Available from Conference/Workshop organizer

3. Participants: 8 vocational educators.

4/5. Evaluation: Available from the organizer.

6. Summary of Conference/Workshop Presentation's Strengths and Weaknesses:
   Useful ideas were presented and exchanged; however, attendance was low.

7. Materials Developed for Presentation: N/A

Conference/Workshop Title: VOCATIONAL INSERVICE WORKSHOP

Organizer: Bilingual Vocational Education Project (BVEP) and the Chicago Board of Education.

Presentation Title: Session 2 of a 3-session course

Presenter(s): Jeanne Lopez-Valadez, BVEP Director
Michael G. Kelly, Project Director

1. Summary of Subject Matter Covered: The need for adapting the concept organization and language level of vocational materials for LEP students; methods of developing vocational materials for LEP students.
2. Conference/Workshop Particulars:
   a. Place: Clemente High School, Chicago, Illinois
   b. Date: November 17, 1981
   c. Contact Hours of Presentation: 5:00-8:00 P.M.
   d. Promotional Brochure: Available from BVEP.
3. Participants: 20 Vocational instructors from several Chicago high schools

4/5. Evaluation: Available from BVEP.

6. Summary of Conference/Workshop Presentation's Strengths and Weaknesses: Although useful ideas and techniques for LEP vocational materials adaptation were presented, many of them were not very feasible within the framework of the Chicago public school system.

7. Materials Developed for Presentation: Available from BVEP.

Conference/Workshop Title: BILINGUAL VOCATIONAL EDUCATION WORKSHOP: USING VOCATIONAL AND VESL MATERIALS DEVELOPED FOR LEP STUDENTS

Organizer: LEP Project for Vocational Education at Waubonsee Community College and Chicago Urban Skills Institute (CUSI)

Presentation Title: The workshop agenda is attached.

Presenter(s): Michael G. Kelly, Project Director
Patricia Menges, Curriculum Developer
Kebir Marti-Lambert, Bilingual Counselor

1. Summary of Subject Matter Covered: The workshop agenda is attached

2. Conference/Workshop Particulars:

   a. Place: Dawson Skill Center, Chicago, Illinois

   b. Date: November 20, 1981

   c. Contact Hours of Presentation: 9:00-3:30

   d. Promotional Brochure: See attached brochure/agenda.

3. Participants: 44 vocational training specialists, adminstrators, and instructors, primarily of CUSI but including several from other LEP programs.

4/5. Evaluation: A composite of the evaluation instruments completed by the participants is attached.

6. Summary of Conference/Workshop Presentation's Strengths and Weaknesses:
This workshop was practical and dealt with the realities of vocational education for LEP students. Although many of the instructors did not yet have LEP students in their programs, all were very receptive. This workshop was given in response to a request made by the Dawson Skill Center, asking that the Waubonsee LEP Project staff repeat much of their August 10 workshop, i.e., using LEP vocational and VESL materials in Machine Tool and Secretarial Science, plus a session on Counseling LEP Students in Vocational Educ.

7. Materials Developed for Presentation:

The workshop agenda that was distributed to the participants is attached. Other materials, too numberous to include here, were also used to support various points of the presentation.

The key characteristics of the two student populations are outlined below. This discussion will focus on the Machine Tool students, because the Secretarial Science enrollment was very low. Detailed data on these LEP student populations (both Machine Tool and Secretarial Science) is presented in section r, Summations of Evaluation Data Collected, Tables I-XXb.

Machine Tool LEP Students

General Characteristics	Bilingual Model (n=17)	Non-bilingual Model (n=19)
Age	59% in 25-35 range	63% in 25-35 range
Sex	94% male, 4% female	67% male, 33% female
Ethnic Background	100% Hispanic	42% Hispanic 53% Indochinese 4% Other
Marital Status	88% married	74% married
Family Status (See Tables V and VI.)	82% family head	63% family head
Education	24% secondary diploma and up 47% some secondary 29% none - 6 years	37% secondary diploma and up 21% some secondary 42% none - 6 years
Math Skills	Majority very low	Majority very low
Employment Status	76% unemployed 24% employed	95% unemployed 5% employed

In terms of age and marital, family and employment status, the students enrolled in the two models were very similar. They differed somewhat with regard to sex, ethnic background and education.

Machine Tool LEP Students

Language Test Scores (Completing Students only)	Bilingual Model (n=14)		Non-bilingual Model (n=19)	
Ilyin Oral Interview	Pre-test	Post-test	Pre-test	Post-test
advanced 500/600	14.3%	50%	21%	21%

intermediate 300/400	50%	14.3%	15.8%	31.6%
beginning 100/200	35.7%	35.7%	63.2%	47.4%
ABLE Reading Test (English)	Pre-test	Post-test	Pre-test	Post-test
grade level 5-6	35.7%	50%	5.2%	15.8%
3-4.9	14.3%	35.7%	31.6%	42.1%
1-2.9	50%	14.3%	63.2%	42.1%
English-Second-Language Placement Test (multiple choice grammar)	Pre-test	Post-test	Pre-test	Post-test
advanced 500/600	28.6%	57.2%	21%	21%
intermediate 300/400	28.6%	7.1%	15.8%	31.6%
beginning 100/200	42.8%	35.7%	63.2%	47.4%

Because oral and reading skills in English are the primary language skills necessary for the machine tool course, we will focus on the students' scores on the Ilyin Oral Interview and the ABLE Reading test. At this point, let us look only at the students' pre-test scores, to compare the student population of the two models. We will examine the post-test scores below, in our comparison of the results of the two models.

Almost two-thirds of the bilingual model students started with oral English skills at the intermediate or advanced levels, compared with only a little over one-third of the non-bilingual model students. Half the bilingual model students read English above the third grade level, compared with only a little over one-third of the non-bilingual model students. Both models contained a high percentage of beginning level students. While the percentage of bilingual model students at the beginning level ranged from 35.7 to 50% in all three pre-tests, the percentage of beginning students in the non-bilingual model stayed constant at 63.2%.

As indicated by the above outline of general characteristics and English language pre-test scores, the two LEP student populations were similar in some aspects and different in others. However, the differences between them become,

in our opinion, far less important when they are compared to non-LEP students in the "regular" Machine Tool Laboratory I course. As shown in Tables XXI-XXIII of section r, nearly all the non-LEP students are under 20 years of age, single, high graduates, besides being native English speakers.

Results

Acquisition of English Skills

The beginning level students in the non-bilingual model improved their oral skills more than did their counterparts in the bilingual model. This is probably due to the greater exposure to spoken English in both the vocational and VESL classes of the non-bilingual model, as well as to the absolute necessity of using English to communicate with the instructors and with classmates of other ethnic backgrounds. However, the beginning level students in the bilingual model improved their reading skills more than did their counterparts in the non-bilingual model. The usefulness of the native language supplements is apparent here, as well as the benefit of being able to use the native language to ask for clarification while reading the English lessons. In both models, we found the English-Second-Language Placement Test, unlike the Ilyin Oral Interview and the ABLE Reading Test, to be of little use in predicting a student's performance in the course.

Acquisition of Math Skills

A non-linguistic factor in both models was the math skills that the students brought with them. The Project's Math Pre-tests showed the vast majority of students in both models to be very poor at math. Because math is crucial to success in the machine shop, it was taught in both models. Students of both models improved greatly in math. However, the instructors found that teaching math bilingually took less time and effort.

Acquisition of Vocational Skills: Classwork

Illinois State Board of Education

Department of Adult, Vocational and Technical Education
Research and Development Section

Product Abstract

1. Title of material: Machine Shop Fundamentals: Part II

2. Date material was completed: July, 1982

3. Please check one: New material [X] Revised material [ ]

4. Originating agency: Waubonsee Community College
   Address: Rt. 47 at Harter Road, Sugar Grove, IL Zip Code: 60554

5. Name(s) of developer(s): Michael G. Kelly, Patricia A. Menges, Kebir Marti-Lambert
   Address: Waubonsee Community College (same as above) Zip Code: 60554

6. Developed pursuant to Contract Number: R-31-21-J-2106-407 and R32-32-J-2106-407

7. Subject Matter (Check only one according to USOE Code):

   USOE Code

   - [ ] 01 Agricultural Education
   - [ ] 03 Business and Office Education
   - [ ] 04 Distributive Education
   - [ ] 07 Health Occupations Education
   - [ ] 09 Home Economics Education
   - [ ] 10 Industrial Art Education
   - [ ] 16 Technical Education
   - [X] 17 Trade and Industrial Education
   - [ ] 22 Cooperative Education
   - [ ] Career Education
   - [ ] Other (Specify) _____

8. Education Level:

   - [ ] Pre-K Thru 6
   - [X] 7-8
   - [X] 9-10
   - [X] 11-12
   - [ ] Post-Secondary
   - [X] Adult
   - [ ] Teacher (Pre-service)
   - [ ] Administrator (Pre-Service)
   - [ ] Other (Specify) _____

9. Intended for Use By:

   - [X] Student
   - [X] Classroom Teacher
   - [ ] Local Administrator
   - [ ] Teacher Educator
   - [ ] Guidance Staff
   - [ ] State Personnel
   - [ ] Other (Specify) _____

10. Student Type:

    - [ ] Regular
    - [X] Disadvantaged
    - [X] Handicapped
    - [XX] Limited English Proficiency
    - [ ] Other (Specify) _____

11. Medium and Format of Materials:

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(217) 782-4620

16. General Description (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.):

(See attached General Description on the next page.)

17. Person Completing this Abstract: Michael G. Kelly

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Route 47 at Harter Road
Sugar Grove, IL Zip 60554

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Research and Development Section, E-426
100 North First Street
Springfield, IL 62777
(217) 782-4620

16. General Description (State the general objective and suggested method of use. Summarize the content and tell how it organized. Continue on back of this sheet or on another sheet, if necessary.):

Machine Shop Fundamentals: Part I - Student Workbook corresponds to the student textbook of Machine Shop Fundamentals: Part I.

The student workbook includes for each lesson Study Questions, Review Questions, and Worksheets.

17. Person Completing this Abstract: Michael G. Kelly

Full Address:

Waubonsee Community College

Route 47 at Harter Road

Sugar Grove, IL Zip 60554

Illinois State Board of Education

Department of Adult, Vocational and Technical Education
Research and Development Section

Product Abstract

1. Title of material: Machine Shop Fundamentals: Part II - Student Workbook

2. Date material was completed: July, 1982

3. Please check one: New material [X] Revised material [ ]

4. Originating agency: Waubonsee Community College
   Address: Rt. 47 at Harter Road, Sugar Grove, IL Zip Code: 60554

5. Name(s) of developer(s): Michael G. Kelly, Patricia Menges, Kebir Marti-Lambert
   Address: Waubonsee Community College (Same as above) Zip Code: 60554

6. Developed pursuant to Contract Number: R-31-21-J-2106-407 and R32-32-J-2106-407

7. Subject Matter (Check only one according to USOE Code)

   USOE Code

   - [ ] 01 Agricultural Education
   - [ ] 03 Business and Office Education
   - [ ] 04 Distributive Education
   - [ ] 07 Health Occupations Education
   - [ ] 09 Home Economics Education
   - [ ] 10 Industrial Art Education
   - [ ] 16 Technical Education
   - [X] 17 Trade and Industrial Education
   - [ ] 22 Cooperative Education
   - [ ] Career Education
   - [ ] Other (Specify) _____

8. Education Level:

   - [ ] Pre-K Thru 6
   - [X] 7-8
   - [X] 9-10
   - [X] 11-12
   - [ ] Post-Secondary
   - [X] Adult
   - [ ] Teacher (Pre-service)
   - [ ] Administrator (Pre-Service)
   - [ ] Other (Specify) _____

9. Intended for Use By:

   - [X] Student
   - [X] Classroom Teacher
   - [ ] Local Administrator
   - [ ] Teacher Educator
   - [ ] Guidance Staff
   - [ ] State Personnel
   - [ ] Other (Specify) _____

10. Student Type:

    - [ ] Regular
    - [X] Disadvantaged
    - [X] Handicapped
    - [XX] Limited English Proficiency
    - [ ] Other (Specify) _____

11. Medium and Format of Materials:

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[ ] Paper bound	[ ] B & W	[ ] B & W	[ ] Color
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16. General Description (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.):

Machine Shop Fundamentals: Part II - Student Workbook corresponds to the student textbook of Machine Shop Fundamentals: Part II

The student workbook includes for each lesson Study Questions, Review Questions, and Worksheets.

17. Person Completing this Abstract: Michael G. Kelly

Full Address:

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Route 47 at Harter Road
Sugar Grove, IL Zip 60554

Illinois State Board of Education

Department of Adult, Vocational and Technical Education
Research and Development Section

Product Abstract

1. Title of material: Machine Shop Fundamentals: Vocational Instructor's Manual

2. Date material was completed: July, 1982

3. Please check one: New material _X_ Revised material ____

4. Originating agency: Waubonsee Community College
   Address: Rt. 47 at Harter Road, Sugar Grove, IL Zip Code: 60554

5. Name(s) of developer(s): Michael G. Kelly, Patricia Menges, Kebir Marti-Lambert
   Address: Waubonsee Community College (Same as above) Zip Code: 60554

6. Developed pursuant to Contract Number: R-31-21-J-2106-407 and R32-32-J-2106-407

7. Subject Matter (Check only one according to USOE Code):

   USOE Code

   ____ 01 Agricultural Education
   ____ 03 Business and Office Education
   ____ 04 Distributive Education
   ____ 07 Health Occupations Education
   ____ 09 Home Economics Education
   ____ 10 Industrial Art Education
   ____ 16 Technical Education
   _X_ 17 Trade and Industrial Education
   ____ 22 Cooperative Education
   ____ Career Education
   ____ Other (Specify) ____

8. Education Level:

   ____ Pre-K Thru 6 ____ 7-8 ____ 9-10 ____ 11-12
   ____ Post-Secondary ____ Adult ____ Teacher (Pre-service)
   ____ Administrator (Pre-Service) _X_ Other (Specify) Instructor's Manual

9. Intended for Use By:

   ____ Student _X_ Classroom Teacher ____ Local Administrator
   ____ Teacher Educator ____ Guidance Staff ____ State Personnel
   ____ Other (Specify) ____

10. Student Type:

    ____ Regular _X_ Disadvantaged _X_ Handicapped
    XX Limited English Proficiency ____ Other (Specify) ____

11. Medium and Format of Materials:

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For the students who came into the course with high intermediate to advanced English skills, the use of the native language seemed to offer no particular advantage in terms of success in the homework and self-tests. These students consistently did well in both models.

However, there was considerable difference between the two models in the performance of the beginning ESL level students on homework and self-tests, particularly during the first six weeks of the semester. The bilingual model beginning ESL level students scored much higher on the self-tests and clearly found it easier to understand the lessons and to do the homework than did their counterparts in the non-bilingual model. This demonstrates the advantages of bilingual instructors and vocational materials supplementing the English core ones. Students in the bilingual model were more quickly able to understand what was expected of them (objectives and procedures), to understand the subject matter, and to specify their requests for clarification. While the students in the non-bilingual model did not do as well during the first part of the course, their test and homework performance did improve. By the end of the course there was little difference in the two groups.

Acquisition of Vocational Skills: Shop Work

Skill in operating machine tools--which is the real goal of this training course--involves safety, accuracy, speed, and the ability to work independently, transferring theoretical (classwork) knowledge into practical applications on the various machine tools.

The Project found safety to be of such importance that an exception was made in teaching the lesson on Safety Rules in the non-bilingual model: the students were given the native language supplement for this lesson, and this helped them.

Overall, the LEP students in both models progressed more slowly in their

shop work than did non-LEP students in the "regular" Machine Tool I course. The Project staff believes that this is not due to any linguistic factors, but to the LEP students' low math skills and lack of previous machine shop experience/training.

Generally speaking, the LEP students in the bilingual model were able to achieve more speed, accuracy, and independence in their shop work than the LEP students in the non-bilingual one. This was clearest in the case of the students with lower English skills. In our opinion, the native language supplements helped the bilingual model students to make the necessary connections between the technical information in the lessons and the applications of this information in the shop. More importantly, the use of the native language by the bilingual vocational instructors during shop work enabled the students to understand instructions more fully and quickly, to ask more sophisticated questions, and to understand the answers and explanations they received. Again, this is matters most for the lower ESL level students.

Despite the disadvantages of the non-bilingual model in vocational skills acquisition, it is important to remember that these disadvantages did not prove insurmountable. The students of both models did suceed in their vocational courses. A vital factor in this success was the appropriateness and high quality of the English core vocational materials developed by the Project staff, Machine Shop Fundamentals.

Attitudes

Some of the most important insights into the two models came the students and instructors themselves. A copy of the evaluation questionnaires forms given to the Machine Tool students and instructors are in Appendix II.

Students' Attitudes: Machine Tool

The students of both models were remarkably similar in their responses to

key items on the evaluation questionnaires that dealt with use of the native language by instructors and materials. Generally speaking, they were acutely aware of: (a) their need to learn English for employment, (b) their difficulties with English (c) how much easier a bilingual class is/would be for them.

Of the students in the bilingual model, half said they would not have taken the course if it had been English-only. All the students but one said it would have been much more difficult. Of the students in the non-bilingual model, more than half thought that more people would have taken the course if it had been bilingual. Two-thirds said they had wanted the course to be bilingual. All the students but two said the course would have been easier if it had been bilingual.

Nearly all of the students in both models indicated that the traditional vocational textbook was too hard for them to read, but that Machine Shop Fundamentals was good to read. More than half of the students thought that native language supplements were/would be helpful to them.

Almost all of the students in both models thought that a bilingual shop teacher was/would be a definite advantage for them. However, the non-bilingual model students were satisfied with their monolingual shop teachers. About half of the students in both models thought a bilingual VESL teacher was/would be an advantage for them in learning vocabulary and math. All agreed, however, that English should be the primary language of instruction, especially in the VESL class.

Instructor's Attitudes: Machine Tool

The bilingual instructors all agreed that the native language greatly helped them to communicate with the students, even while using primarily English. There was a general temptation to rely a little too much on the native language.

The monolingual instructors had some reservations at first about teaching

LEP students. They agreed that it worked out better than they had expected, but this had a lot to do with Machine Shop Fundamental materials. When things got beyond the basics or outside the MSF lessons however, they wished that the students understood more English or that they themselves were bilingual/multilingual.

All instructors felt that English was essential.

Students' and Instructors' Attitudes: Secretarial Science

The Secretarial Science students and instructors in both models preferred to have the option of native language use in explaining very difficult and complicated points and for some vocabulary translations. However, they were all acutely aware of the crucial role of oral and written English for secretarial careers in the United States.

DOCUMENT RESUME

ED 220 634 CE 033 528

AUTHOR	Kelly, Michael G.; And Others
TITLE	A Plan to Develop and Compare Two Vocational Education Models for Limited English Proficiency Students. Final Report FY82.
INSTITUTION	Waubonsee Community Coll., Sugar Grove, Ill.
SPONS AGENCY	Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE	Jul 82
CONTRACT	R-32-32-J-2106-407
NOTE	239p.; Staff resumes were removed from the appendix to preserve confidentiality. Some appended materials may not reproduce clearly. For a related document see ED 212 844.
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	*Bilingual Education; Community Colleges; *English (Second Language); Instructional Materials; Language of Instruction; *Limited English Speaking; *Machine Tool Operators; Program Effectiveness; *Second Language Instruction; Two Year Colleges; *Vocational Education
IDENTIFIERS	Waubonsee Community College IL

ABSTRACT

A project was conducted to develop and compare two vocational education programs--a bilingual instructional model and an English core language instructional model--for limited English proficient (LEP) students in vocational education at Waubonsee Community College (Illinois). During the project, information and referral services and support services to more than 100 LEP students were provided; inservice workshops concerning the problems of LEP students were presented for Waubonsee personnel and the community; and inservice and preservice training for planning and implementing vocational training for LEP students were offered to administrators and vocational and language instructors in Illinois. The major accomplishments of the LEP project were in the areas of materials development. Instructional materials for students and instructors in machine shop fundamentals and a secretarial science instructor's manual in vocational English as a second language were developed. A comparison of the bilingual and non-bilingual English core language instructional models were implemented during the project. The project demonstrated that with support services, courses in vocational English as a second language and appropriate English core vocational curricula and materials both helped limited English proficient students succeed. The project concluded that a high priority be placed on English language skills in all vocational courses. The materials developed by the project are expected to be used by more than 150 community colleges. (KC)

****
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Final Report FY82 A Plan to Develop and Compare Two Vocational Education Models For Limited English Proficiency Students

Waubonsee Community College

Illinois State Board of Education

Department of Adult Vocational and Technical Education

Edward Copeland
Chairman

Donald G. Gill
State Superintendent of Education

Research and Development Section

July, 1982

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a. DAVTE Funding Agreement: R-32-32-J-2106-407

b. Official Project Title: A Plan to Develop and Compare Two Vocational Education Models for Limited English Proficiency Students

c. Project Director: Michael G. Kelly

d. Funded Agency: Waubonsee Community College

e. Location: Route 47 at Harter Road
Sugar Grove, IL 60554
(312) 466-4811

f. Time Period: July 1, 1981, to June 30, 1982

OBJECTIVE II. Provide information and referral services and support services to a minimum of 100 LEP adults in FY82.

The support services component is a vital link between the LEP community, the Project, and other institutions and agencies. In FY82, the Project provided support services to over 300 participants (non-students) and students, far surpassing its original target and thus demonstrating the need for these kinds of services for LEP persons in the Aurora area. It is evident that many LEP persons have difficulties utilizing existing resources and services. The support services provided by the Information and Referral Person/Bilingual Counselor and other Project staff are divided into 3 main categories:

1) Direct services

Those services that were provided directly by the Counselor/Referral Person and other LEP Project staff, without referrals to any other agencies. They fall into the following categories:

a) Intake
b) Assessment
c) Orientation
d) Counseling
e) Translation
f) Transportation
g) Job Development
h) Job Referrals
i) Follow-Up

2) Referral to Educational Resources

Referring participants that did not meet the entrance requirements for our program, or those with different educational or vocational interests or needs, to other programs available in the area, especially those offered by Waubonsee Community College.

3) Referral to Services

Referring students and participants to the outside agencies and offices best suited to provide the services they need.
The most common areas of services required include:

a) Emergency Food
b) Food Stamps
c) Public Aid
d) Emergency Rent

e) Medical Services
f) Housing
g) Legal Services
h) Immigration
i) Child and Dependent Care
j) Other Miscellaneous Services

For recordkeeping and documentation, the Project divided LEP persons served by the support services component into two groups: students and participants. Students were those persons who received support services, were referred to the project's courses, and attended eight or more classes. Participants were non-students who received support services. (LEP persons who received support services, were referred to the Project's courses, but attended less than eight classes, have been counted as participants.)

The Project utilized various materials and techniques to inform LEP adults and the community about the Project and its services and to recruit students. The dissemination of information and student recruitment must start the first day of a project and be on-going activities. Contacts with local business and industry were made, to evaluate employer/employee training needs, to recruit students, and for job development activities.

Those LEP persons who indicated interest in the Project's courses were assessed and those who met the entrance requirements were given written referral forms to enter and enroll in the courses. Once participants were referred to the LEP Project's vocational courses, support services to aid these students were intensified. During the year, the Information and Referral Person/Counselor continued to counsel students, assess their progress, identify concerns and problems, make referrals, provide support services, develop jobs, make follow-ups, and act as a liason to CETA, the Illinois Migrant Council, Public Aid, the Department of Vocational Rehabilitation and other agencies providing financial assistance.

These Support Services, provided by the full-time Information and Referral

Person/Bilingual Counselor and other LEP staff, have been essential in the successful development, field testing and implementation of instructional models and materials for LEP students. In many cases, the availability of Support Services and on-going counseling and follow-up activities has been critical in enabling LEP students to complete the courses. While many difficulties faced by students were beyond the resources of the Project and its staff, they did everything humanly possible to resolve these difficulties. It is evident that the Support Services component of a successful Project serves as a visible commitment and link between this institution and the LEP community, and that it plays a vital role in the recruitment and retention of LEP students.

OBJECTIVE III. Present in-service workshops addressing the problems and concerns of LEP adults for Waubonsee Community College administrators, faculty, staff, and the community in FY82.

In FY82, Project staff participated in three in-service activities: On October 1, 1981, the Bilingual Counselor made a presentation about the LEP Project to the Board of Directors of El Centro Pan-Americano and 7 representatives of Aurora's District 131 Bilingual Education Programs. On November 13, 1981, the Project Director and the Bilingual Counselor conducted an in-service workshop for the Waubonsee Community College English as a Second Language/Adult Basic Education staff at Waubonsee's Aurora Center. On March 11, 1982, the newly revised Advisory Council met for the first time since October, 1980. Two former members and eight new members were present. (See Appendix I.) The Project Director provided an explanation and update of the program.

OBJECTIVE IV. Offer pre-service and in-service training on planning and implementing vocational training for LEP students to administrators and vocational and language instructors in Illinois in FY82.

A pre-service workshop was given at Waubonsee Community College on August 10, 1981, by the Project Director and Curriculum Developer for administrators, and vocational and language instructors planning to use the Project's FY81 curricula and materials for Machine Tool and/or Secretarial Science.

This workshop was extremely successful, judging from the participants' reactions. Their very positive response justified the Project staff's choice of an in-depth materials workshop in early August, in time for participants to utilize the materials in their fall semester courses. (See section k.)

During FY82, the Project Director, the Curriculum Developer, and the Bilingual Counselor gave presentations at numerous conferences and workshops at regional, statewide and local levels. (See section k.)

The time and energy devoted to these conferences and workshops by Project staff has benefited other educators serving LEP students.

OBJECTIVE V. Evaluate the project and its components on an on-going basis, in quarterly reports, and in the FY82 final report.

Program and student files and monthly claim forms have been monitored by the Project Director to insure accuracy of information and accountability. Periodic staff meetings and monthly staff reports evaluated the day-to-day operations of the Project. Progress toward achieving the objectives of the Project was outlined in Quarterly Progress Reports to DAVTE.

The Project has been fortunate to have the active support of the Waubonsee Community College administration which has also assisted in the evaluation of the Project. Furthermore, the services of the staff of the Waubonsee Audio Visual Department have been instrumental in the development of high quality illustrations and technical drawings for the Machine Tool instructional materials.

The instructional component of the Project was evaluated by the Project Director, Curriculum Developer, bilingual vocational and VESL instructors, consultants, and the students. (See OBJECTIVES I and VI in this section; section r, Summations of Evaluation Data; section w, Materials Developed; and section t, Conclusions and Recommendations.

The support services component was evaluated by local agencies, the Project Director, Information and Referral Person/Counselor, and the students. (See OBJECTIVE II in this section; section r, Summations of Evaluation Data; and section t, Conclusions and Recommendations.) The major results of evaluations of all phases of this Project are included in this Final Report.

OBJECTIVE VI. Compare the bilingual and the English core language models in May and June, 1982, and include the comparison in the final report.

The Waubonsee Project's major goal is to provide data for statewide/local planning and implementation of vocational programs for LEP students, based upon the development and implementation of two instructional models--a bilingual one and a non-bilingual one--and upon a comparative evaluation of each model's adoptability. Both models relied on English as the primary language of instruction and use vocational materials in English as their core. In the bilingual instructional model, however, the instructors and certain materials were bilingual (English-Spanish/Lao/Vietnamese).

Introduction: LEP Students in Vocational Education

In our highly industrialized society, marketable technical skills and experience are mandatory for a good job. In addition, to obtain and retain employment, a prospective employee must be able to communicate adequately with his/her supervisors and fellow workers. Vocational education programs directly prepare people for employment by providing them with technical training and practical experience. Limited English proficiency (LEP) persons have the same technical training needs and range of abilities as everyone else. However, language and traditional instructional materials and delivery systems present major obstacles to LEP students' participation in regular vocational education programs. While these programs offer excellent opportunities to acquire technical skills, they do not have the resources needed to overcome the obstacles faced by LEP students. To become employable, LEP students must learn not only technical skills, but also general and job-specific communication skills in English. A person with good technical skills but inadequate English is not very employable, nor is one with good English but inadequate technical skills.

make their materials available to the general public, people have tended to make "universal" assumptions about them with little basis other than hearsay. As result, many partial truths and misconceptions have been formulated about the materials and their application in other instructional situations and areas.

First and foremost, the Caterpillar Fundamental English course is not a vocational training course. The student must have technical skills before entering Caterpillar's English course (CFE Instructor's Guide, Prerequisites, page 1). The CFE course and materials have a single very concentrated objective: to enable non-English-speaking servicemen (i.e., mechanics) in countries outside the United States to read and understand Caterpillar service literature (i.e., maintanence and repair manuals). The CFE course focuses exclusively on reading skills and deliberately omits listening, speaking and writing skills. While this is well suited to the needs of Caterpillar servicemen abroad, it would obviously be a grave error to adopt this objective for LEP students in vocational programs in the United States. Unlike the Caterpillar servicemen abroad, the LEP students do not already possess the necessary technical knowledge and skills.

In the second place, the English language skills needed by a Caterpillar serviceman in a foreign country as demonstrated by the objective of the CFE course and materials, and those of an LEP student/employee are worlds apart. Listening, speaking, and writing skills in English are not all necessary for the target population of the CFE materials, i.e., for trained Caterpillar servicemen who work in their own country with fellow employees speaking the same native language, and who need English only in order to read and understand the Caterpillar service literature which is written using only the

800 CFE vocabulary words and nomenclature. However, listening, speaking, and writing English skills are of paramount importance for LEP students/employees in the United States. The Caterpillar Company does not use the CFE course for training in the United States; the CFE course is only used in foreign countries. To succeed in vocational training programs and on the job, LEP students need at least basic listening, speaking, reading, and writing skills in English. The levels of skill proficiency will of course depend on the vocational area.

In the third place, the CFE course is designed to be taught by a specific kind of instructor, as is stated in the CFE Instructor's Manual, page 1. The CFE instructor must be fluent in the native language of the students, has some proficiency in English, and has a technical background. Thus, he/she can translate sub-technical and technical vocabulary, grammar rules, etc., for the students. With such an emphasis on the native language of the students, this course could definitely not be taught by a monolingual (English) instructor.

The CFE course with its materials represent a very specific approach to establishing an English core vocabulary for non-native English speakers in foreign countries who must use English for a very specific purpose and in a very special way. The English core vocabulary is restricted to a reading of 800 words. Technical nomenclature in English is not taught; the CFE students are all experienced servicemen who already have the training in their native language and they identify components, parts, etc., from the Caterpillar Illustrated Parts Book and Basic Product Nomenclature Book, which rely on numbered photographs rather than language.

After a careful examination of the objective and prerequisites of the CFE course and instructional materials, the application of the mystical, magical 800 Caterpillar Fundamental English core language words for the vocational training of LEP students/employees in a variety of vocational areas and for

employment in the United States can be seen for the myth that it is. The 800 Caterpillar Fundamental English core language words and the CFE course are designed only for the Caterpillar Tractor Company and their servicemen and products in foreign countries.

At the opposite end of the spectrum from the very specific CFE course and materials, there is school of thought which proposes to select a mystical, magical universal English core language for all vocational areas. The draft of a monograph prepared by Development Associates, Inc., and its 300 Word Core Vocabulary for bilingual vocational training programs supports this approach to training LEP students for the employment in the United States.

The Waubonsee LEP Project investigated the concept and application of a universal English core vocabulary. As part of its 1980 research, the Project staff cross-referenced the Dolch Reading List, Ogden's 850 Basic Word List, the CFE vocabulary list, and the "Core" list of Development Associates, Inc. This cross-referencing produced 183 very general, high frequency words which appear in at least three of the four word lists. There are few, if any, sub-technical words (See Appendix I). Comparing these 183 words and almost any vocabulary list from beginning general purpose English as a Second Language (ESL) textbooks will yield a high correlation.

Any research who carries out a selection process relying on word frequency will produce a basic, general purpose list of English words like that found by the Waubonsee LEP Project. These words are the keys to learning to use the English language in any situation, and to call them "The English Core" for vocational training is deceptive. It implies that a student needs to know only these words in order to be able to learn the technical terms for any vocational area and to succeed in any vocational course. In our experience, the greatest obstacle for LEP students is sub-technical vocabulary (not to mention syntactic

structures, and math). Sub-technical words, such as adjust, tighten, set, length, width, etc., are not high frequency words or general purpose words but nonetheless vital vocabulary for many vocational areas. Of the four "core" word lists cross-referenced by the Waubonsee LEP Project, only the CFE list contains many real sub-technical words.

The concept of one "core" English vocabulary for all vocational areas is attractive, but its application is impossible. The development of such a list is an unnecessary duplication of what already exists in general purpose ESL textbooks and materials. Furthermore, words cannot be taught in isolation; they must be taught in a relevant context which includes syntactic structures and social functions. ESL textbooks and teachers provide such a context, while words lists do not.

The Caterpillar Tractor Company is well know for its excellent employee training programs and courses. Given the worldwide distribution of Caterpillar products, the CFE course and materials meet the needs of foreign dealerships an and servicement. Like most training programs developed by industry, the objectives and instructional materials are specific to employer/employee needs. On the other hand, the Development Associates, Inc., objectives and 300 word core vocabulary are broad and very general. The CFE course and materials and "A Basic 'Core' vocabulary for Bilingual Vocational Training Programs," from Development Associates, Inc., are two extremes of the possible applications of the English core language idea. We believe that practical conclusions concerning vocational training for LEP students in the United States can be made.

First, appropriate vocational and language instructional materials can be developed for LEP students, and the idea of using an English core language as the basis for these materials makes good sense. The difficulty lies in the selection of the elements of this core language. Too many materials developers

think that a word list or glossary is sufficient for LEP students in vocational programs. However, a vocational English "core" language for LEP students, like any language, must consist of much more than isolated vocabulary words. Sentence structures, word formation, different registers and social functions are at least equally important to using a language. A truely effective English "core" language should limit and standardize not only vocabulary but also these other elements.

Another factor critical to the effectiveness of a vocational English core language for LEP students is its focus. The language needs for training and employment can differ greatly from one vocational area to another, for example, from machine tool technology to secretarial science. At the same time, some vocational areas share many similar language needs, for example machine tool technology and welding. The effectiveness of a vocational English core language in instructional materials for LEP students will hinge upon its being specific in the first place to a particular vocational cluster, and its being specific in the second place to a particular vocational area within that cluster.

The foundations of English for general purposes (vocabulary, sentence structures, etc.) should be and can be taught in ESL programs and/or learned independently, and a certain level of proficiency should be required of an LEP student before entry into a pre-vocational or vocational program. ("Pre-vocational" should not be confused with "pre-employment" job finding skills.)

It is at the sub-technical level that the application of the English "core" language concept can be most effective. At this level, the English "core" language should concentrate on the sub-technical vocabulary required in a vocational cluster. This sub-technical vocabulary is later used in specific vocational courses to teach technical concepts and vocabulary. Additional sub-technical vocabulary can then be taught as needed.

In conclusion, there is no mystical or magical list of English words which will meet the needs of all LEP students in every vocational area, although the concept of an English core language to assist LEP students in a specific vocational training program can be effectively applied in the development of vocational instructional materials. This application should be one component in the overall materials development. We feel the Waubonsee LEP Project's Machine Shop Fundamentals demonstrates the integration of the English core language concept with other adaptation/development techniques to produce appropriate vocational and language instructional materials for LEP students in Machine Tool Laboratory I. Thus, after an investigation of and experimentation with the English core language and its application, we can see its strengths and its limitations.

A Comparison of the Two Instructional Models as Implemented by the Waubonsee LEP Project in FY82

Research Design

The research goal of the Project was to compare two instructional models of vocational education for LEP students: a bilingual one and a non-bilingual (English core) one. Ideally, such research would be conducted with a large number of students in each model who were similar in demographic characteristics, educational backgrounds, and English language skills. Large groups of similar subjects would allow the most valid study of the independent variable of native language use by instructors and materials.

However, due to constraints of the real-world situation in which the Project was carried out, this ideal research design could not be achieved. The Project did manipulate the independent variable as planned: the instructors and vocational materials were bilingual in the fall semester courses of the first model, but they were monolingual (English) in the spring semester courses of the second one.

A comparison of the design of the models follows.

	Bilingual	Non-Bilingual
Recruitment Procedures	same	
Student Assessment Procedures	same	
English Entrance Requirements	same	
Student Support Services	same	
Existing W.C.C. Curriculum	same	
English core vocational materials	same	
Schedule	same	
Facilities	same	
Student Evaluation Procedures	same	
VESL course	same	
Bilingual Vocational and VESL Instructors	x	
Bilingual Materials (Native Language Supplements)	x	
Monolingual Vocational and VESL Instructors (English only)		x

For both models, the Project utilized the same recruitment and assessment procedures, including a low but realistic English entrance requirement. A sufficient number of LEP students enrolled in the courses to allow the Project to implement both models. However, the numbers of students were small in both models, too small to yield statistically significant results. The low enrollment was due to various factors beyond the Project's control; these problems are discussed in section o, Problems.

	Bilingual Model		Non-bilingual Model	
	Machine Tool	Secretarial Science	Machine Tool	Secretarial Science
Enrolled	17	10	19	5
Completed	14	6	19	3

Furthermore, because of the College's open door policy and because of federal and state equal opportunity regulations, the Project could not select or reject student applicants on the basis of sex or ethnic background. This factor, combined with the relatively low numbers of students recruited, made it impossible for the Project to match closely the students in the two models. Nevertheless, useful conclusions can be drawn by comparing the results of the two models.

g. Final Report Abstract

Title of the Project: A Plan to Develop and Compare Two Vocational Education Programs for Limited English Proficiency Students

Funding Agreement Number: R-32-32-J-2106-407

Principal Investigators: Michael G. Kelly, Patricia A. Menges, Kebir Marti-Lambert

Institution: Waubonsee Community College
Location: Route 47 at Harter Road, Sugar Grove, IL 60554

Time Period Covered: July 1, 1981 to June 30, 1982

Objectives of the Project:

I. Implement the bilingual instructional model in vocational education for LEP students in the Fall Semester of FY82 and implement and fieldtest an English core language instructional model in vocational education for LEP students in the Spring of FY82.
II. Provide information and referral services and support services to a minimum of 100 LEP adults in FY82.
III. Present in-service workshops addressing the problems and concerns of LEP adults for Waubonsee Community College administrators, faculty, staff, and the community in FY82.
IV. Offer pre-service and in-service training on planning and implementing vocational training for LEP students to administrators and vocational and language instructors in Illinois in FY82.
V. Evaluate the project and its components on an on-going basis, in quarterly reports, and in the FY82 final report.
VI. Compare the bilingual and the English core language models in May and June, 1982, and include the comparison in the final report.

Summary of the Final Report:

The major accomplishments of the FY82 Waubonsee LEP Project lie in the areas of materials development and the comparison of the bilingual and (non-bilingual) English core language instructional models that were implemented in FY82. These accomplishments, keyed to the six Project Objectives, are discussed in Part 2, the main body of the Final Report. Also presented in Part 2 are data on the LEP student population and an analysis of the materials developed by the Project. Conclusions and recommendations are offered for other vocational programs serving LEP persons. Parts 1 and 3 contain background information and appendices.

Expected Contribution or Potential Impact on Vocational Education:

The information contained in this Final Report will assist local and state educational agencies and their staffs in planning and implementing vocational education programs for limited English proficiency students.

Products Delivered:

Twelve copies of the FY81 Final Report will be delivered to the Research and Development Section, Department of Adult, Vocational and Technical Education, in July, 1982.

WILLIAM L. DAWSON SKILL CENTER

3901 South State Street
Chicago, Illinois 60609

(312) 624-7300

BILINGUAL VOCATIONAL EDUCATION WORKSHOP USING VOCATIONAL AND VESL MATERIALS DEVELOPED FOR LIMITED ENGLISH PROFICIENCY STUDENTS

SPONSORED BY: CITY COLLEGES OF CHICAGO
WILLIAM L. DAWSON SKILL CENTER AND
WAUBONSEE COMMUNITY COLLEGE
LIMITED ENGLISH PROFICIENCY PROJECT

PLACE: DAWSON SKILL CENTER
3901 South State Street
Chicago, IL 60609

DATE: November 20, 1981

TIME: 9:00 a.m. - 3:30 p.m.

DESIGNED FOR: Instructors (vocational and/or VESL-Vocational English as a Second Language), administrators, and counselors serving LEP students in vocational training programs.

Instructors who wish to use in their classes the MACHINE TOOL or SECRETARIAL SCIENCE instructional materials developed by the Waubonsee LEP Project.

GOALS: To provide participants with the opportunity to examine the Waubonsee LEP vocational and VESL curricula and materials, and to prepare to use them in their programs.

To present various teaching techniques keyed to these materials.

To examine important aspects of assessment and counseling of LEP students in vocational education.

If you have any questions, please call Arnold Bradford (DSC) 312-624-7300, Ext. 255
or Michael G. Kelly (WCC) 312-466-4811, Ext. 344

cut on dotted line and return by mail

IF YOU ARE PLANNING TO ATTEND THE DAWSON/WAUBONSEE BILINGUAL VOCATIONAL EDUCATION WORKSHOP ON USING VOCATIONAL AND VESL MATERIALS DEVELOPED FOR LIMITED ENGLISH PROFICIENCY STUDENTS ON FRIDAY, NOVEMBER 20, PLEASE FILL OUT THE PRE-REGISTRATION FORM BELOW AND RETURN IT BY NOVEMBER 3. MAIL TO:

Michael G. Kelly, LEP Project
Waubonsee Community College
Route 47 at Harter Road
Sugar Grove, IL 60554

Name _____ Title/Position _____

Program/School _____ Telephone _____

Address _____

Are you primarily:

_____ a vocational instructor
_____ an ESL instructor
_____ a VESL instructor
_____ an administrator
_____ a counselor

Do you work in:

_____ adult education
_____ secondary level
_____ post-secondary level

BILINGUAL VOCATIONAL EDUCATION WORKSHOP: USING VOCATIONAL AND VESL MATERIALS DEVELOPED FOR LIMITED ENGLISH PROFICIENCY STUDENTS

William L. Dawson Skill Center
City Colleges of Chicago
Chicago, Illinois

and

Limited English Proficiency Project
for Vocational Education
Waubonsee Community College
Sugar Grove, Illinois

November 20, 1981

AGENDA

9:00 - 10:15	Vocational Education for Limited English Proficiency Students: The Issues and Some of the Answers
10:15 - 10:30	Curriculum of Machine Tool Lab I for LEP Students Curriculum of Technical English (VESL) for Machine Tool Lab I
10:30 - 10:45	Time for looking through Waubonsee Machine Shop Fundamentals materials (student textbook; Spanish, Lao, and Vietnamese native language supplements; student workbook; instructor's manual.)
10:45 - 12:00	Machine Shop Fundamentals: What and How
12:00 - 12:30	Technical English for Machine Shop Fundamentals: (Vocational English as a Second Language, or VESL)
12:30 - 1:30	Lunch
1:30 - 3: 15	Concurrent Sessions:

A. Secretarial Science for LEP Students: Vocational and VESL Curricula
   Materials
   Teaching Techniques

B. Instructional Strategies for LEP Students in Machine Tool Lab I

C. Assessment, Counseling, and other Support Services for LEP Students in Vocational Education

3:15 - 3:30	Evaluation

William L. Dawson Skill Center
City Colleges of Chicago
Chicago, Illinois
November 20, 1981

Limited English Proficiency Project
for Vocational Education
Waubonsee Community College
Sugar Grove, Illinois

BILINGUAL VOCATIONAL EDUCATION WORKSHOP: USING VOCATIONAL AND VESL MATERIALS DEVELOPED FOR LIMITED ENGLISH PROFICIENCY STUDENTS

EVALUATION FORM

Please rate this workshop by placing an X along the continuum for each question.

1. How clear were the objectives of this workshop?

very clear	20	9	11		4	not clear

2. How appropriate was this workshop for vocational education for LEP students?

very appropriate	24	9	9	3		not appropriate

3. How relevant was the content for you?

very relevant	17	11	10	4	2	not relevant

4. How much do you feel you learned?

more than anticipated	11	17	11	3	2	less than anticipated

5. Were the handout materials supportive of the content?

very much	23	9	6	5		not very much

6. How would you rate the presentors?

Excellent	19	13	8	3		poor

7. How would you rate this workshop overall?

Excellent	17	12	9	5	1	unsatisfactory

8. Are you primarily: TOTAL NO. PARTICIPANT EVALUATORS 44 Do you work in:

24 a vocational teacher	12 an administrator	3 a community agency
1 a VESL teacher	2 a bilingual teacher	3 secondary school
3 an ESL teacher	4 counselor	8 adult education

9. Comments: Very well organized/Good practical presentation/One of the few workshops I've gone to where I didn't feel any time was wasted/Interesting and enjoyable/ Every little bit helps/Thanks/Thank you/Relationship to my vocational area is too vague/Not relative to population I serve at this time, but interesting anyhow.

Conference/Workshop Title: ILLINOIS TESOL/BE 10th ANNUAL STATE CONVENTION

Organizer: Illinois TESOL/BE

Presentation Title: Effective Use of the Native Language with English in Vocational Education for LEP Students

Presenter(s): Patricia Menges, Curriculum Developer
Michael G. Kelly, Project Director

1. Summary of Subject Matter Covered: The presentation outline handout is attached.

2. Conference/Workshop Particulars:

   a. Place: Americana Congress Hotel, Chicago, Illinois

   b. Date: February 26, 1982

   c. Contact Hours of Presentation: 10:15-11:45

   d. Promotional Brochure: Available from Conference/Workshop organizer.

3. Participants: 14 instructors, administrators and counselors in ESL and vocational programs for LEP Students.

4/5. Evaluation: A composite of the evaluation instruments completed by the participants is attached.

6. Summary of Conference/Workshop Presentation's Strengths and Weaknesses:
The strength of this presentation lay in its focus on specific techniques of native language use in vocational education, and in its evaluation of advantages and disadvantages of bilingual vocational programs.

7. Materials Developed for Presentation:

The presentation outline that was distributed to the participants is attached. Other materials, too numerous to include here, were also used to support various points of the presentation.

Illinois TESOL/BE
Tenth Annual State Convention
Chicago, Illinois
February 26, 1982

Limited English Proficiency Project
for Vocational Education
Waubonsee Community College
Sugar Grove, Illinois 60554

Effective Use of the Native Language with English in Vocational Education for Limited English Proficiency Students

Patricia Menges, Curriculum Developer
Michael G. Kelly, Project Director

(1) LEP students in vocational education

(2) Bilingual vocational education

(3) English and native language use in a vocational education program for LEP students depends on:

- (3a) vocational area
- (3b) goals of program
- (3c) length and scope of program
- (3d) students' educational backgrounds in native language and in English
- (3e) students' vocational backgrounds in native country and US
- (3f) English vocational materials used in program
- (3g) availability of native language vocational area

(4) Language use

- (4a) by instructors
- (4b) in materials

(5) Instructional materials

- (5a) Traditional textbooks and glossaries
  - English
  - native language translations
- (5b) Materials adapted or developed for LEP students
  - English core
  - native language supplements to English core

(6) Instructors

(6a) Bilingual instructors

(6b) Monolingual instructors

(7) Vocational English as a second language (VESL)

(8) Strengths and Weaknesses of native language use in vocational education for LEP students

(8a) Strengths

- potential for insuring student comprehension
- potential for quick clarification of subtechnical vocabulary
- potential for helping instructors to evaluate students
- bolstering students' self-confidence

(8b) Weaknesses

- scarcity of qualified bilingual instructors
- scarcity of appropriate bilingual materials
- the possibility that the use of their native language(s) may work against the students' improving their job-related and general purpose English skills
- the fact that the more native languages are involved in the multilingual classroom of a "bilingual" model, the less time there is for using English
- the double difficulty for students if the new technical vocabulary is taught bilingually
- the variety of students' native language proficiency levels
- the students' desire that English be the primary language of instruction.

(9) Conclusions

Illinois TESOL/BE
Tenth Annual State Convention
Chicago, Illinois
February 26, 1982

Limited English Proficiency Project
for Vocational Education
Waubonsee Community College
Sugar Grove, Illinois 60554

Effective Use of the Native Language with English in Vocational Education for Limited English Proficiency Students

EVALUATION FORM

Please rate the presentation by placing an X along the continuum for each question.

1. How clear were the objectives of this presentation?

very clear					not clear
6	7	1			

2. How appropriate was this presentation for vocational education for LEP students?

very appropriate					not appropriate
8	6				

3. How relevant was the content for you?

very relevant					not relevant
6	7	1			

4. How much do you feel you learned?

more than anticipated					less than anticipated
4	5	3	2		

5. Were the handout materials supportive of the content?

very much					not very much
8	5	1			

6. How would you rate the presentor?

Excellent					poor
7	5	2			

7. How would you rate this presentation overall?

Excellent					unsatisfactory
6	6	1	1		

8. Are you primarily: Total No. Participants 14 Do you work in:

1	a vocational teacher	3	an administrator		a community agenc
1	a VESL teacher	1	a bilingual teacher		secondary school
7	an ESL teacher	1	a counselor	6	adult education

9. Comments: Overall the presentation was effective/Very good - helpful/Keep up the good work - need more Vocational VESL/material development part was very helpful/Excellent visual materials.

Conference/Workshop Title: ILLINOIS TESOL/BE 10th ANNUAL STATE CONVENTION

Organizer: ILLINOIS TESOL/BE

Presentation Title: Assessment and Counseling of ESL/ABE Students in Vocational Education

Presenter(s): Kebir Marti-Lambert, Bilingual Counselor

1. Summary of Subject Matter Covered: The presentation outline handout is attached.

2. Conference/Workshop Particulars:

   a. Place: American Congress Hotel, Chicago, Illinois

   b. Date: February 27, 1982

   c. Contact Hours of Presentation: 10:30-12:00

   d. Promotional Brochure: Available from Conference/Workshop organizer.

3. Participants: 15 Counselors, instructors and administrators of ESL/ABE programs

4/5. Evaluation: A composite of the evaluation instruments completed by the participants is attached.

6. Summary of Conference/Workshop Presentation's Strengths and Weaknesses: This presentation was very well received, because it offered concrete and relevant approaches to many of the most common problems that counselors face in working with ESL/ABE students.

7. Materials Developed for Presentation:

   The presentation outline that was distributed to the participants is attached. Other materials, too numerous to include here, were also used to support various points of the presentation.

Illinois TESOL/BE
Tenth Annual State Convention
Chicago, Illinois
February 26, 1982

Limited English Proficiency Project
for Vocational Education
Waubonsee Community College
Sugar Grove, Illinois 60554

ASSESSMENT AND COUNSELING OF ESL/ABE STUDENTS IN VOCATIONAL EDUCATION

Kebir Marti-Lambert, Counselor

I. ESL/ABE Programs

A. Effective in meeting LEP students' short-term language needs

B. Less able to address LEP students' long term needs, especially employment training needs

C. Primary difficulty: how to best implement comprehensive student assessment and counseling, including an effective system of information and referral

II. Need for practical methods of assessment and counseling to assist ESL/ABE students in integrating their long-term and short-term goals, especially in vocational education.

A. Student' own coping skills

B. Recruitment

C Comprehensive Intake and Assessment

1. Language skills

2. Math skills

3. Work experience

4. Interests

5. Economic status

6. Family obligations

7. Testing

D. Counselor needs
Knowledge of available educational and social service providers, and of their regulations.

E. Counselor needs
Good linkages with personnel in educational institutions and social agencies.

III. How to use this information to make appropriate referrals

IV. Coordination of ESL/ABE with referrals to vocational job training programs

V. Counseling and job development

A. Counseling

B. Pre-employment training

C. Job Development

Illinois TESOL/BE
Tenth Annual State Convention
Chicago, Illinois
February 26, 1982

Limited English Proficiency Project
for Vocational Education
Waubonsee Community College
Sugar Grove, Illinois 60554

ASSESSMENT AND COUNSELING OF ESL/ABE STUDENTS IN VOCATIONAL EDUCATION

EVALUATION FORM

Please rate the presentation by placing an X along the continuum for each question.

1. How clear were the objectives of this presentation?

very clear	8	6	1		not clear

2. How appropriate was this presentation for vocational education for LEP students?

very appropriate	8	6		1	not appropriate

3. How relevant was the content for you?

very relevant	7	4	3		1 not relevant

4. How much do you feel you learned?

more than anticipated	9	5	1		less than anticipated

5. Were the handout materials supportive of the content?

very much	15				not very much

6. How would you rate the presentor?

Excellent	8	7			poor

7. How would you rate this presentation overall?

Excellent	7	8			unsatisfactory

8. Are you primarily: Total No. Participants 15 Do you work in:

a vocational teacher	2 an administrator	1 a community agency
a VESL teacher	a bilingual teacher	1 secondary school
7 an ESL teacher	6 a counselor	13 adult education

9. Comments: Excellent/Need more time and more presentations like this/Your advice was so relevant and specific/Handouts were extremely effective and provided me with something concrete to work with and better my position and effectiveness at my program/Thank you for giving this presentation/Great/I overheard some of the session your advice was so relevant/Title should say Agency-Job Placement rather than Vocational Education/Handouts should be collated in order of presentation for easier reference.

Conference/Workshop Title: LEP DISSEMINATION CONFERENCE

Organizer: ISBE/DAVTE

Presentation Title: Bilingual Vocational Programs for Adults

Presenter(s): Michael G. Kelly, Project Director
Sarah Bingaman, Triton Community College
Elizabeth Maschwitz, Truman College

1. Summary of Subject Matter Covered: Each of the presenters discussed issues of bilingual vocational education for adults and how his/her project had dealt with them.
2. Conference/Workshop Particulars:

   a. Place: Joliet Renaissance Center, Joliet, Illinois

   b. Date: March 31, 1982

   c. Contact Hours of Presentation: 10:45-11:45

   d. Promotional Brochure: Available from DAVTE

3. Participants: Approximately 50 instructors and administrators of VESL/ESL/vocational programs

4/5. Evaluation: Available from DAVTE.

6. Summary of Conference/Workshop Presentation's Strengths and Weaknesses:

   These presentations gave participants many interesting ideas, but were at the same time too general and too specific for the audience.

7. Materials Developed for Presentation: N/A

Conference/Workshop Title: LEP DISSEMINATION CONFERENCE

Organizer: ISBE/DAVTE

Presentation Title: VESL in the Secondary Schools and Adult Programs

Presenter(s): Patricia Menges, Curriculum Developer
Ken Wright, Elgin High School

1. Summary of Subject Matter Covered: The two presenters discussed similarities and differences in ways of planning and implementing VESL programs for adults and for secondary school students.
2. Conference/Workshop Particulars:
   a. Place: Joliet Renaissance Center, Joliet, Illinois
   b. Date: March 31, 1982
   c. Contact Hours of Presentation: 12:45-1:45
   d. Promotional Brochure: Available from DAVTE
3. Participants: 15-18 instructors and administrators of VESL/ESL/vocational programs

4/5. Evaluation: Available from DAVTE

6. Summary of Conference/Workshop Presentation's Strengths and Weaknesses:

   These presentations gave participants many interesting ideas, but were at the same time too general and too specific for the audience.

7. Materials Developed for Presentation: N/A

Conference/Workshop Title: LEP DISSEMINATION CONFERENCE

Organizer: ISBE/DAVTE

Presentation Title: VESL Materials for Machine Tool and for Typing/General Clerical

Presenter(s): Patricia Menges, Curriculum Developer

1. Summary of Subject Matter Covered: Techniques of developing VESL materials for Machine Tool and Secretarial Programs, rooted strongly in the vocational component. The Waubonsee LEP Project's VESL Materials were used as examples.
2. Conference/Workshop Particulars:

   a. Place: Joliet Renaissance Center, Joliet, Illinois

   b. Date: March 31, 1982

   c. Contact Hours of Presentation: 1:50-2:20

   d. Promotional Brochure: Available from DAVTE.

3. Participants: 12-15 instructors and administrators of VESL/ESL/Vocational programs

4/5. Evaluation: Available from DAVTE

6. Summary of Conference/Workshop Presentation's Strengths and Weaknesses: This discussion was useful, and there was much interest in the Project's VESL materials. Participants asked that Machine Tool vocational sessions (see following presentation) not be scheduled back to back with Machine Tool VESL in the future.

7. Materials Developed for Presentation: Samples of VESL materials developed by the Waubonsee LEP Project were distributed.

Conference/Workshop Title: LEP DISSEMINATION CONFERENCE

Organizer: ISBE/DAVTE

Presentation Title: Vocational Materials for LEP Machine Tool Students: Waubonsee's Machine Shop Fundamentals

Presenter(s): Michael G. Kelly, Project Director

1. Summary of Subject Matter Covered: Machine Shop Fundamentals: What it is and how to use it.

2. Conference/Workshop Particulars:

   a. Place: Joliet Renaissance Center, Joliet, Illinois

   b. Date: March 31, 1982

   c. Contact Hours of Presentation: 1:50-2:20

   d. Promotional Brochure: Available from DAVTE

3. Participants: 10 vocational instructors and administrators of LEP programs.

4/5. Evaluation: Available from DAVTE

6. Summary of Conference/Workshop Presentation's Strengths and Weaknesses:

   The materials were well received, but there was too little time to permit in-depth treatment. Participants asked that future workshops not schedule vocational and VESL presentations for the same vocational area in the same time slot. (See preceding presentation.)

7. Materials Developed for Presentation: The student textbook of Machine Shop Fundamentals was disseminated to the participants. (Fifteen others had signed the request list earlier in the conference)

Conference/Workshop Title: 2nd MIDWEST REGIONAL TESOL CONFERENCE

Organizer: INDIANA TESOL/BE

Presentation Title: Techniques of Writing Effective Vocational ESL Curricula and Materials

Presenter(s): Patricia Menges, Curriculum Developer
Michael G. Kelly, Project Director

1. Summary of Subject Matter Covered: The presentation outline handout is attached.

2. Conference/Workshop Particulars:

   a. Place: Convention Center, Indianapolis, Indiana

   b. Date: April 3, 1982

   c. Contact Hours of Presentation: 3:00-4:30

   d. Promotional Brochure: Available from Conference/Workshop organizer.

3. Participants: 12 ESL/VESL instructors and administrators from Illinois, Indiana, Minnesota, Wisconsin, Michigan.

4/5. Evaluation: A composite of the evaluation instruments completed by the participants is attached.

6. Summary of Conference/Workshop Presentation's Strengths and Weaknesses:

Participants appreciated the practical focus of this presentation. The only real problem was its late time slot (the last session on the last day).

7. Materials Developed for Presentation:

The presentation outline that was distributed to the participants is attached. Other materials, too numerous to include here, were also used to support various points of the presentation.

2nd Midwest Regional TESOL Conference
Indianapolis, IN
April 3, 1982

Limited English Proficiency Project
for Vocational Education
Waubonsee Community College
Sugar Grove, IL 60554

TECHNIQUES OF WRITING EFFECTIVE VOCATIONAL ESL CURRICULA AND MATERIALS

Patricia A. Menges, Curriculum Developer
Michael G. Kelly, Project Director

(1) Introduction: LEP Students in Voc. Ed.

(1a) Need for technical training for jobs

(1b) Special barriers:

language

traditional materials and delivery systems

(1c) Relationship of voc. ed. - ESL - VESL

(2) Vocational ESL (VESL)

(2a) What is VESL?

(2b) Coordination with a voc. course and voc. materials

(3) Possible Components of VESL

(3a) Language support for voc. course

vocabulary
structures
communicative functions

(3b) Math

(3c) Study skills

(3d) Pre-employment skills and job development

(4) General Techniques for Developing Vocational and VESL Curricula and Materials for LEP Students in Voc. Ed.

(4a) Identification and reorganization of key vocational concepts (and language)

(4b) Decisions on format

(4c) Language simplification and standardization

(5) Techniques for Writing VESL Materials:

MACHINE TOOL samples

(6) Techniques for Writing VESL Materials:

SECRETARIAL SCIENCE samples

2nd Midwest Regional TESOL Conference
Indianapolis, IN
April 3, 1982

Limited English Proficiency Project
for Vocational Education
Waubonsee Community College
Sugar Grove, IL 60554

TECHNIQUES OF WRITING EFFECTIVE VOCATIONAL ESL CURRICULA AND MATERIALS

EVALUATION FORM

Please rate the presentation by placing an X along the continuum for each question.

1. How clear were the objectives of this presentation?

very clear	6	5	1			not clear

2. How appropriate was this presentation for vocational education for LEP students?

very appropriate	8	3				not appropriate

3. How relevant was the content for you?

very relevant	3	3	6			not relevant

4. How much do you feel you learned?

more than anticipated	5	3	4			less than anticipated

5. Were the handout materials supportive of the content?

very much	10	2				not very much

6. How would you rate the presentor?

Excellent	7	5				poor

7. How would you rate this presentation overall?

Excellent	5	7				unsatisfactory

8. Are you primarily: Total No. Participants 12 Do you work in:

a vocational teacher	5 an administrator	1 a community agency
2 a VESL teacher	a bilingual teacher	secondary school
5 an ESL teacher	a counselor	11 adult education

9. Comments: Superb presentation/Well-thought out, well based in experience/I expected a lot and got more/Clear/practical, excellent, thanks/You know your stuff/Do not argue the question of VESL validity while attempting to explain it. Your explanation is excellent and pointing out existing deficiencies in available materials, you argue your point most effectively/Although I am not in vocational education, the content was relevant as far as ESL was concerned.

Conference/Workshop Title: ILLINOIS ADULT AND CONTINUING EDUCATORS ASSOCIATION CONFERENCE

Organizer: Illinois Adult and Continuing Educators Association

Presentation Title: Issues in Vocational Education for ESL/ABE Students

Presenter(s): Michael G. Kelly, Project Director
Patricia Menges, Curriculum Developer

1. Summary of Subject Matter Covered: The presentation outline handout is attached.

2. Conference/Workshop Particulars:

   a. Place: Holiday Inn East, Springfield, Illinois

   b. Date: April 15, 1982

   c. Contact Hours of Presentation: 9:45-11:15

   d. Promotional Brochure: Available from Conference/Workshop organizer.

3. Participants: 13 vocational, VESL and ESL instructors, administrators and counselors from LEP programs in community colleges, correctional centers and community agencies.

4/5. Evaluation: A composite of the evaluation instruments completed by the participants is attached.

6. Summary of Conference/Workshop Presentation's Strengths and Weaknesses:

A good general survey of the issues was presented, bolstered by attention to specific techniques. Participants were especially interested in the latter.

7. Materials Developed for Presentation:

The presentation outline that was distributed to the participants is attached. Other materials, too numerous to include here, were also used to support various points of the presentation.

Illinois Adult and Continuing Educators
Conference, Springfield, IL
April 15, 1982

Michael G. Kelly
Patricia A. Menges
Waubonsee Community College

ISSUES IN VOCATIONAL EDUCATION FOR ESL/ABE STUDENTS

(1) Introduction

- (1a) ESL/ABE students' needs, goals, and resources
- (1b) Relationships among ESL, ABE, and Vocational Education programs

(2) Support services

- (2a) Assessment: Interests, needs, skills
- (2b) Counseling and referrals

(3) Obstacles for ESL/ABE students in vocational education

- (3a) Traditional delivery systems
- (3b) Language/reading/math
- (3c) Instructional materials

(4) Traditional delivery systems

(5) Language

(6) Reading

(7) Math

(8) Instructional materials

(9) Conclusions

Illinois Adult and
Continuing Education Conference
Springfield, IL
April 15, 1982

Michael G. Kelly
Patricia Menges
Waubonsee Community College

Issues in Vocational Education for ESL/ABE Students

EVALUATION FORM

Please rate the presentation by placing an X along the continuum for each question.

1. How clear were the objectives of this presentation?

very clear	5	4	3	1		not clear

2. How appropriate was this presentation for vocational education for LEP students?

very appropriate	6	4	2	1		not appropriate

3. How relevant was the content for you?

very relevant	5		6	2	1	not relevant

4. How much do you feel you learned?

more than anticipated	5	4	1	3		less than anticipated

5. Were the handout materials supportive of the content?

very much	6	3	3	1		not very much

6. How would you rate the presentor?

Excellent	6	3	2	2		poor

7. How would you rate this presentation overall?

Excellent	7	2	1	3		unsatisfactory

8. Are you primarily: Total No. Participants 13

2 a vocational teacher	3 an administrator	Do you work in:
1 a VESL teacher	a bilingual teacher	6 a correctional Ctr.
5 an ESL teacher	2 a counselor	1 a community agency
		1 secondary school
		5 adult education

9. Comments: Great session/Presenters were obviously knowledgeable and committed/Good presentation!/I liked the discussion; it led away from the handout but that worked out fine/You did well/Thanks for some innovative ideas/Things presented were good but strayed from "points" sometimes; could have been a little more organized/As usual we need concrete items good examples, etc./I was looking for more concrete info, "how to" stuff/How about the Math Curriculum?

PART THREE

TABLE I. Bilingual Model
Machine Tool LEP students: Age, Sex, and Ethnic Background
(n=17)

	HISPANIC								ASIAN		OTHERS		TOTALS	
	MEXICAN		MEXICAN-AMERICAN		PUERTO RICAN		OTHER HISPANIC[1]							
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
UNDER 18														
18-20			1		1								2	
21-24	2				1								3	
25-35	7		1		1		1						10	
36-45		1												1
46-55	1												1	
OVER 55														
TOTAL	10	1	2		3		1						16	1

[1] One Cuban

TOTAL HISPANIC	TOTAL ASIAN	TOTAL OTHER
17	0	0

TABLE II. Non-bilingual Model
Machine Tool LEP students: Age, Sex and Ethnic Background
(n=19)

	HISPANIC													
	MEXICAN		MEXICAN-AMERICAN		PUERTO RICAN		OTHER HISPANIC[3]		ASIAN[1]		OTHERS[2]		TOTALS	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
UNDER 18														
18-20									1				1	
21-24	1									1			1	1
25-35	3	2					1		3	2	1		8	4
36-45	1								2	1			3	1
46-55														
OVER 55														
TOTAL	5	2					1		6	4	1		13	6

[1] Seven Lao, three Vietnamese

[2] One from Curacao

[3] One from Ecuador

TOTAL HISPANIC	TOTAL ASIAN	TOTAL OTHER
8	10	1

TABLE III. Bilingual Model
Secretarial Science LEP students: Age, Sex and Ethnic Background
(n = 10)

	HISPANIC													
	MEXICAN		MEXICAN-AMERICAN		PUERTO RICAN		OTHER HISPANIC[1]		ASIAN		OTHERS		TOTALS	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
UNDER 18						1								1
18-20		3												3
21-24		2				2		1						5
25-35		1												1
36-45														
46-55														
OVER 55														
TOTAL		6				3		1						10

[1] One Cuban

TOTAL HISPANIC	TOTAL ASIAN	TOTAL OTHER
10	0	0

TABLE IV. Non-bilingual Model
Secretarial Science LEP students: Age, Sex and Ethnic Background
(n=6)

	HISPANIC													
	MEXICAN		MEXICAN-AMERICAN		PUERTO RICAN		OTHER HISPANIC		ASIAN[1]		OTHERS		TOTALS	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
UNDER 18														
18-20		1												1
21-24		1								2				3
25-35				1										1
36-45			1										1	
46-55														
OVER 55														
TOTAL		2	1	1						2			1	5

[1] Two Vietnamese

TOTAL HISPANIC	TOTAL ASIAN	TOTAL OTHER
4	2	0

TABLE V. Bilingual Model
Machine Tool LEP students: Marital Status, Age, and Family Status
(n=17)

	MARITAL STATUS		FAMILY STATUS[1]		
	MARRIED	SINGLE	FAMILY[2] HEAD	FAMILY[3] MEMBER	UNRELATED[4]
UNDER 18					
18-20	2				2
21-24	2	1	3		
25-35	10		9		1
36-45		1	1		
46-55	1				
OVER 55					
TOTAL	15	2	14		3

1. Department of Labor classifications.
2. Family Head: An individual who is the main provider for one or more dependents.
3. Family Member: An individual who is a dependent.
4. Unrelated: An individual who is not a dependent, and who has no dependents.

TABLE VI. Non-bilingual Model
Machine Tool LEP students: Marital Status, Age, and Family Status
(n=19)

	MARITAL STATUS		FAMILY STATUS[1]		
	MARRIED	SINGLE	FAMILY[2] HEAD	FAMILY[3] MEMBER	UNRELATED[4]
UNDER 18					
18-20		1			1
21-24	2		1	1	
25-35	8	4	8	2	2
36-45	4		3	1	
46-55					
OVER 55					
TOTAL	14	5	12	4	3

1. Department of Labor classifications.

2. Family Head: An individual who is the main provider for one or more dependents.

3. Family Member: An individual who is a dependent.

4. Unrelated: An individual who is not a dependent, and who has no dependents.

TABLE VII. Bilingual Model
Secretarial Science LEP students: Marital Status, Age, and Family Status
(n=10)

	MARITAL STATUS		FAMILY STATUS[1]		
	MARRIED	SINGLE	FAMILY[2] HEAD	FAMILY[3] MEMBER	UNRELATED[4]
UNDER 18		1		1	
18-20		3		2	1
21-24	3	2	1	3	1
25-35	1			1	
36-45					
46-55					
OVER 55					
TOTAL	4	6	1	7	2

1. Department of Labor classifications.
2. Family Head: An individual who is the main provider for one or more dependents.
3. Family Member: An individual who is a dependent.
4. Unrelated: An individual who is not a dependent, and who has no dependents.

TABLE VIII. Non-bilingual Model
Secretarial Science LEP students: Marital Status, Age, and Family Status
(n=6)

	MARITAL STATUS		FAMILY STATUS[1]		
	MARRIED	SINGLE	FAMILY[2] HEAD	FAMILY[3] MEMBER	UNRELATED[4]
UNDER 18					
18-20		1		1	
21-24		3		1	2
25-35	1			1	
36-45	1		1		
46-55					
OVER 55					
TOTAL	2	4	1	3	2

1. Department of Labor classifications.

2. Family Head: An individual who is the main provider for one or more dependents.

3. Family Member: An individual who is a dependent.

4. Unrelated: An individual who is not a dependent, and who has no dependents.

TABLE IXa. Bilingual Model
Machine Tool LEP students: Education and Age
(n=17)

EDUCATION

		PRIMARY		SECONDARY		POST SEC.
	NONE	1-3	4-6	SOME SEC.	GRAD.	
UNDER 18						
18-20				1	1	
21-24				2		1
25-35			4	4	1	1
36-45			1			
46-55				1		
OVER 55						
TOTAL			5	8	2	2

TABLE IXb. Bilingual Model
Machine Tool LEP students:
Education and Ethnic Background
(n=17)

EDUCATION

		PRIMARY		SECONDARY		POST SEC.
	NONE	1-3	4-6	SOME SEC.	GRAD.	
HISPANIC			5	8	2	2
ASIAN						
OTHER						

TABLE Xa. Non-bilingual Model
Machine Tool LEP students: Education and Age
(n=19)

	EDUCATION					
		PRIMARY		SECONDARY		POST SEC.
	NONE	1-3	4-6	SOME SEC.	GRAD.	
UNDER 18				1		
18-20			1		1	
21-24		2	3	3	2	1
25-35						
36-45						
46-55						
OVER 55						
TOTAL	1	3	4	4	5	2

TABLE Xb. Non-bilingual Model
Machine Tool LEP students:
Education and Ethnic Background
(n=19)

	EDUCATION					
		PRIMARY		SECONDARY		POST SEC.
	NONE	1-3	4-6	SOME SEC.	GRAD.	
HISPANIC	1	2	4	1		1
ASIAN		1		3	4	1
OTHER					1	

TABLE XIa. Bilingual Model
Secretarial Science LEP students: Education and Age
(n=10)

EDUCATION

		PRIMARY		SECONDARY		POST SEC.
	NONE	1-3	4-6	SOME SEC.	GRAD.	
UNDER 18				1		
18-20			1		2	
21-24				1	1	3
25-35				1		
36-45						
46-55						
OVER 55						
TOTAL			1	3	3	3

TABLE XIb. Bilingual Model
Secretarial Science LEP students:
Education and Ethnic Background
(n=10)

EDUCATION

		PRIMARY		SECONDARY		POST SEC.
	NONE	1-3	4-6	SOME SEC.	GRAD.	
HISPANIC			1	3	3	3
ASIAN						
OTHER						

TABLE XIIa. Non-bilingual Model
Secretarial Science LEP students: Education and Age
(n=6)

	EDUCATION					
		PRIMARY		SECONDARY		POST SEC.
	NONE	1-3	4-6	SOME SEC.	GRAD.	
UNDER 18						
18-20					1	
21-24				1	1	1
25-35				1		
36-45				1		
46-55						
OVER 55						
TOTAL				3	2	1

TABLE XIIb. Non-bilingual Model
Secretarial Science LEP students:
Education and Ethnic Background
(n=6)

	EDUCATION					
		PRIMARY		SECONDARY		POST SEC.
	NONE	1-3	4-6	SOME SEC.	GRAD.	
HISPANIC				2	2	
ASIAN				1		1
OTHER						

TABLE XIII. Bilingual Model
Machine Tool LEP students: Employment Status, Hourly Wage, and Age
(n=17)

	TOTAL NUMBER UNEMPLOYED	CURRENT/ LAST HOURLY WAGE					TOTAL NUMBER EMPLOYED
		0-3.35	3.36-3.99	4.00-4.99	5.00-5.99	6.00 +	
UNDER 18							
18-20	2	1	1				
21-24	2				1	2	1
25-35	7	1		3	1	5	3
36-45	1			1			
46-55	1					1	
OVER 55							
TOTAL	13	2	1	4	2	8	4

TABLE XIV. Non-bilingual Model
Machine Tool LEP students: Employment Status, Hourly Wage, and Age
(n=19)

	TOTAL NUMBER UNEMPLOYED	CURRENT/ LAST HOURLY WAGE					TOTAL NUMBER EMPLOYED
		0-3.35[1]	3.36-3.99	4.00-4.99	5.00-5.99	6.00 +	
UNDER 18							
18-20	1	1					
21-24	2	2					
25-35	11	5	1	2	1	3	1
36-45	4	1		1		2	
46-55							
OVER 55							
TOTAL	18	9	1	3	1	5	1

[1] 3 people included in 0-3.35 range have no prior working experience (no wage)

TABLE XV. Bilingual Model
Secretarial Science LEP students: Employment Status, Hourly Wage, and Age
(n=10)

	TOTAL NUMBER UNEMPLOYED	CURRENT/LAST HOURLY WAGE					TOTAL NUMBER EMPLOYED
		0-3.35	3.36-3.99	4.00-4.99	5.00-5.99	6.00 +	
UNDER 18	1	1					
18-20	2	2	1				1
21-24	3	1	2	1		1	2
25-35	1	1					
36-45							
46-55							
OVER 55							
TOTAL	7	5	3	1		1	3

Of the students in 0-3.35, 4 had no previous wage; one being a full-time H.S. student

TABLE XVI. Non-bilingual Model
Secretarial Science LEP students: Employment Status, Hourly Wage, and Age
(n=6)

	TOTAL NUMBER UNEMPLOYED	CURRENT/ LAST HOURLY WAGE					TOTAL NUMBER EMPLOYED
		0-3.35	3.36-3.99	4.00-4.99	5.00-5.99	6.00 +	
UNDER 18							
18-20	1	1					
21-24	3	1	1	1			
25-35	1		1				
36-45	1			1			
46-55							
OVER 55							
TOTAL	6						0

Both students in the 0-3.35 have no prior working experience (no wage)

TABLE XVIIa. Bilingual Model
Machine Tool LEP students:
Economic Status and Age
(n=13)

	INCOME LEVEL	
	ABOVE L.L.S.I.L.	BELOW L.L.S.I.L.
UNDER 18		
18-20		2
21-24	1	1
25-35	2	5
36-45		1
46-55	1	
OVER 55		
TOTAL	4	9

[1]Lower Living Standard Income Level as defined by the U.S. Department of Labor.

TABLE XVIIb. Bilingual Model
Machine Tool LEP students:
Income Assistance
(n=10)

SOURCE OF INCOME ASSISTANCE	
UNEMPLOYMENT INSURANCE ONLY	4
UNEMPLOYMENT INSURANCE AND CETA	
CETA ONLY	
PUBLIC AID AND CETA	
ILLINOIS MIGRANT COUNCIL	2
PUBLIC AID ONLY	4
ADULT ED. TUIT. ASSIST.	2
VETERANS ADM.	
TOTAL	12

TABLE XVIIIa. Non-bilingual Model
Machine Tool LEP students:
Economic Status and Age.
(n=18)

	INCOME LEVEL	
	ABOVE L.L.S.I.L.	BELOW L.L.S.I.L.
UNDER 18		
18-20		1
21-24		2
25-35		11
36-45		4
46-55		
OVER 55		
TOTAL		18

[1]Lower Living Standard Income Level as defined by the U.S. Department of Labor.

TABLE XVIIIb. Non-bilingual Model
Machine Tool LEP students:
Income Assistance
(n=18)

SOURCE OF INCOME ASSISTANCE	
UNEMPLOYMENT INSURANCE ONLY	1
UNEMPLOYMENT INSURANCE AND CETA	1
CETA ONLY	1
PUBLIC AID AND CETA	8
ILLINOIS MIGRANT COUNCIL	1
PUBLIC AID ONLY	4
ADULT ED. TUIT. ASSIST.	6
VETERANS ADM.	1
TOTAL	23

TABLE XIXa. Bilingual Model
Secretarial Science LEP students:
Economic Status and Age
(n=7)

	INCOME LEVEL	
	ABOVE L.L.S.I.L.	BELOW L.L.S.I.L.
UNDER 18	1	
18-20		2
21-24	2	1
25-35		1
36-45		
46-55		
OVER 55		
TOTAL	3	4

[1]Lower Living Standard Income Level as defined by the U.S. Department of Labor.

TABLE XIXb. Bilingual Model
Secretarial Science LEP students:
Income Assistance
(n=4)

SOURCE OF INCOME ASSISTANCE	
UNEMPLOYMENT INSURANCE ONLY	
UNEMPLOYMENT INSURANCE AND CETA	
CETA ONLY	1
PUBLIC AID AND CETA	
ILLINOIS MIGRANT COUNCIL	
PUBLIC AID ONLY	1
TOTAL	2
ADULT ED. TUIT. ASSIST.	
VETERANS ADM.	

TABLE XXa. Non-bilingual Model
Secretarial Science LEP students:
Economic Status and Age
(n=6)

	INCOME LEVEL	
	ABOVE L.L.S.I.L.	BELOW L.L.S.I.L.
UNDER 18		
18-20	1	
21-24	1	2
25-35		1
36-45		1
46-55		
OVER 55		
TOTAL	2	4

[1]Lower Living Standard Income Level as defined by the U.S. Department of Labor.

TABLE XXb. Non-bilingual Model
Secretarial Science LEP students:
Income Assistance
(n=3)

SOURCE OF INCOME ASSISTANCE	
UNEMPLOYMENT INSURANCE ONLY	
UNEMPLOYMENT INSURANCE AND CETA	
CETA ONLY	
PUBLIC AID AND CETA	
ILLINOIS MIGRANT COUNCIL	
PUBLIC AID ONLY	3
TOTAL	3
ADULT ED. TUIT. ASSIST.	3
VETERANS ADM.	

i. Paid Participants in Activity

Full-time

(1) Michael G. Kelly
249 North Walnut Street
Hinckley, IL 60520
(2) Project Director
(3) Waubonsee Community College
(4) See Staff Resumes in Appendix VI

(1) Patricia Menges
5544 Lyman
Downers Grove, IL 60516
(2) Curriculum Developer/VESL Instructor
(3) Waubonsee Community College
(4) See Staff Resumes in Appendix VI

(1) Kebir Marti-Lambert
326 Grant Place
Aurora, IL 60505
(2) Information and Referral Person/Bilingual Counselor
(75% ISBE, 25% local)
(3) Waubonsee Community College
(4) See Staff Resumes in Appendix VI

(1) Mary Diaz
1440 Westwood Drive, Apt. 42
Aurora, IL 60506
(2) Secretary (7/1/81 - 5/11/82)
(3) Waubonsee Community College
(4) See Staff Resumes in Appendix VI

Part-time Staff (Paid by Project)

(1) Jeanne Norris
567 Smith Blvd.
Aurora, IL 60505
(2) VESL Instructor, Machine Tool
(3) Waubonsee Community College
(4) ESL Instructor, Illinois Migrant Council, 1 year
Northern Illinois University, B.S.

(1) Brenda Phousongphouang
304 Mulhern Ct.
Yorkville, IL 60560
(2) VESL Instructor, Machine Tool
(3) Waubonsee Community College
(4) ESL Instructor, Illinois Migrant Council, 2 years
Attended Otterbien College

(1) Barbara Hoffman
(2) Secretary (5/11/82 - 6/30/82)

(3) Waubonsee Community College
(4) 3 years secretarial experience
Attended University of Illinois, Aurora College,
and Waubonsee Community College

(1) Tanya Moore
(2) Secretary (5/11/82 - 6/30/82)
(3) Waubonsee Community College
(4) 2 years secretarial experience
Working on Associate Degree at Waubonsee Community College

Part-time Staff (Paid with Local Contributions)

(1) Kenneth E. Shibata
321 John Street
North Aurora, IL 60542
(2) Executive Vice President
(5% time for LEP Project)
(3) Waubonsee Community College
(4) Dean of Instruction (WCC), 8 years
Executive Vice President, 3 years
BA, Kearney State College, 1950
ME, University of Nebraska, 1965
MdD, University of Nebraska, 1965

(1) Leland R. Thompson
Route 1, Box 106 L
Sugar Grove, IL 60554
(2) Dean of Social/Economic Sciences and Technologies
LEP Project Administrator (5% time)
(3) Waubonsee Community College
(4) Assistant Dean of Instruction,
Occupational Education (WCC), 10 years
Dean of Social/Economic Sciences and Technologies, 3 years
BS, Northern Illinois University, 1958
MS, Northern Illinois University, 1962

(1) Daniel J. Griffin
713 Marion
Joliet, IL 60436
(2) Director of Research and Development
(5% time for LEP Project)
(3) Waubonsee Community College
(4) Village Administrator, Village of New Lenox, 3 years
Grant Coordinator, City of Joliet, 2 years
Director of Research and Development (WCC), 1 year
BA, Lews University, 1970
MA, Purdue University, 1973
MS, Governors State University, 1975

(1) Enrique Torres, Jr.
134 Neil Road
Sugar Grove, IL 60554

(2) Vocational Instructor, Machine Tool
(3) Waubonsee Community College
(4) Assembly Foreman, Caterpillar Company, 2 1/2 years
LEP Project Machine Tool Instructor, FY81
Training Instructor/Machine Operator, Caterpillar Company, 10 years
Bilingual/Bicultural
San Benito High School

(1) Richard Nielsen
618 Grand
Aurora, IL 60506
(2) Vocational Instructor, Machine Tool
(3) Waubonsee Community College
(4) Tool and Die Maker, 8 years
Roosevelt University and University of Illinois, BA

(1) Don Tesch
1352 Crestwood Dr.
Aurora, IL 60506
(2) Vocational Instructor, Machine Tool
(3) Waubonsee Community College
(4) Tool and Cutter Grinder, 17 years
Attended Waubonsee Community College

(1) Guadalupe A. Lambert
804 Superior Street
Aurora, IL 60505
(2) Vocational Instructor, Secretarial Science
(3) Waubonsee Community College
(4) Secretarial
LEP Project Secretarial Science Instructor FY81
Bilingual teaching experience, 2 years
Bilingual/Bicultural
High School Business Diploma

(1) Kathy A. Johnson
350 North Lincolnway
North Aurora, IL 60542
(2) VESL Instructor, Secretarial Science
(3) Waubonsee Community College
(4) ESL/ABE/GED Instructor at various institutions,
including Waubonsee Community College, 6 years part-time
LEP Project VESL Instructor FY81
Curriculum and materials development,
East High School, Aurora, 2 years
Several presentations at in-service ESL workshops
Office experience
BA Archeology

(1) Carolyn M. Carter
22 N. Fordhom Ave.
Aurora, IL 60506
(2) Consultant, Graphic Artist

(3) Waubonsee Community College
(4) Assistant Art Director
Harry Schneiderman Inc., 6 years
Graphic Artist, Channel 60,
WLXT TV, 4 years
Graphic Artist, Waubonsee Community College, 10 years
Chicago Academy of Fine Arts
Commercial Art Program

(1) Alfredo J. Rodriguez
206 East Arrowhead St.
N. Aurora, IL 60542
(2) Consultant, Graphic Artist
(3) Waubonsee Community College
(4) Commercial Artist, Supervisor, Director
National Institute of Combustibles, Alcohol and Portland, 17 years
Specialized courses, University of Uruguay, 8 years

Consultants

(1) Tom Boyle
(2) Consultant, Evaluation of Machine Shop Fundamentals: Part I
(3) Elgin High School
Elgin, IL
(4) Machine Tool Instructor, 4 years
Northern Illinois University, BA

(1) Kathy A. Johnson
(see above)
(2) Consultant Business English VESL Curriculum
(3) Waubonsee Community College
(4) (see above)

(1) S. Ouankeo
451 Weston Ave.
Aurora, IL 60505
(2) Consultant, English-Lao Translator
(3) Waubonsee Community College
(4) English-Lao Translator/Interpreter for Laos-Phillippine Operation
Brotherhood, 2 years
Police Officer, liason to United States Embassy, 14 years
High School Diploma from Laos
Agricultural College in Chiengmai, Thailand, 3 years
Intensive English at Lao-American, Association in Vientiane, Laos, 2 years
Machine Tool I and II, Waubonsee Community College
Police Intelligence training in Malaysia, 4 months

(1) Sang Ly Tsan
1179 East Wilson St., Apt. 201
Batavia, IL
(2) Consultant, English-Vietnamese Translator
(3) Waubonsee Community College
(4) English-Vietnamese Translator/Interpreter

in Vietnamese Army, 7 years
Machine Operator, 2 years
G.E.D. graduate (United States)
High School Diploma from Vietnam
Machine Tool Laboratory I, II, and III, and Welding at
Waubonsee Community College

(1) K. Phousongphouang
304 Mulhern Ct.
Yorkville, IL 60560
(2) Consultant, English-Lao Translator
(3) Waubonsee Community College
(4) Machine I, II, and III
Waubonsee Community College
Attending G.E.D. classes
High School Diploma from Laos

q. Resource Persons

Bilingual/Bicultural Advisory Committee

Mr. Homero Balsadua
El Centro Pan-Americano
52 N. Broadway
Aurora, IL 60505

Ms. Irene Carr
Centro for Latino & Latin
American Affairs
Northern Illinois University
DeKalb, IL 60115

Mr. David Errington
Burgess-Norton Manufacturing Co.
737 Peyton Street
Geneva, IL 60134

Mr. Robert Fisher
Aurora Chamber of Commerce
40 W. Downer Place
Aurora, IL 60506

Mr. Robert Glenney
Aurora Industries Inc.
1002 Greenfield Avenue
Montgomery, IL 60538

Mr. Joseph Hernandez
822 Garfield Avenue
Aurora, IL 60506

Ms. Diana Jasso
CETA Job Factory
49 E. Downer Place
Aurora, IL 60505

Mr. Jim Johnson
Valley Industrial Association
Suite 201 Aetna Building
2111 Plum Street
Aurora, IL 60506

Mr. Jesus Lozano
961 Second Avenue
Aurora, IL 60505

Mr. John Marion
Local Electrician's Union #461
218 East Galena Blvd.
Aurora, IL 60505

Mr. Alberto Meza
Route 1, Box 221
Sugar Grove, IL 60554

Ms. Cynthia Miller
CETA Services
30 S. Stop Avenue
Aurora, IL 60506

Mr. Gerald Schmidt
Caterpillar Tractor Co.
Box 348
Aurora, IL 60507

Mr. Ernesto Ybarra
National Metalwares Inc.
900 N. Russell Avenue
Aurora, IL 60506

u. Staff Development

In addition to giving presentations at numerous professional conferences (see section k, Conference/Workshop Summaries), Michael G. Kelly, Patricia A. Menges, and Kebir Marti-Lambert attended various sessions at these professional meetings.

p. Publicity

Throughout FY82 the Project utilized various techniques to inform LEP adults and the community of the project and its services. Bilingual posters and brochures were distributed to local ethnic churches, grocery stores, restaurants, and businesses, in addition to state offices and social service agencies. Individuals in these agencies, in business, industry, in parishes, and in the private sector were sent letters and brochures informing them of the Project and its classes. News releases to local media were also made. An interview with the Bilingual Counselor was aired on WOJO FM105 on 9/15/81.

Articles about the LEP Project and its materials appeared in the following publications:

FOX VALLEY SUBURBAN TRIB, Sunday, October 11, 1981.

"Educational Services for Business and Industry", Waubonsee Community College

THE NETWORK NEWS, Vol. 4, No. 2, Fall 1981, ISU/DAVTE

ILLINOIS COMMUNITY COLLEGE NEWSLETTER No. 3, March 1982

KEEPING PACE, Illinois Adult and Continuing Educators Association Newsletter, Vol. 3, No. 4, April 1982.

ENGLISH FOR SPECIAL PURPOSES, Issue #61, April, 1982

TEXTESOL V NEWSLETTER, June, 1982

TESOL NEWSLETTER, Volume XVI, No. 3, June, 1982

ILLINOIS TESOL/BE NEWSLETTER, Volume 10, No. 3, June, 1982

The Project developed a cover letter and flyer to assist in promoting the ISBE/DAVTE Dissemination Workshop in Joliet on March 31, 1982, and the Project's Machine Tool vocational materials, Machine Shop Fundamentals. Using ISBE/DAVTE mailing labels and the Project's mailing lists, the Project sent this cover letter and flyer to Area Vocational Center Directors, Deans of Vocational Education (community colleges), Trade and Industry Departments (Secondary Schools), Indochinese Refugee Projects in Illinois, vocational educators, ESL/ABE instructors,

and interested parties.

Copies of the publicity materials mentioned above have been included in Appendix

1. Resource Listing

The LEP Project did not purchase any resource materials in FY82.

The Project maintained its FY81 Resource Collection.

v. Other Activities

Project Visits

The following visits were made to the Project in FY82:

July 1, 1981	Judith Diamond Machine Tool VESL Instructor Elgin YWCA Indochinese Project Elgin
July 23, 1981	Dave Caswell Educational Coordinator Illinois Migrant Council Aurora
August 27, 1981	Arlene Ruttenberg Blueprint Reading VESL Instructor Truman College Indochinese Project Chicago
November 3, 1981	Dave Caswell Educational Coordinator Illinois Migrant Council Aurora
March 30, 1982	C. J. Mufich Department Chairman Rockford Area Vocational Center
	Leta Tuetkin Interpreter/Instructor Hearing Impaired Department West High School Rockford
April 29, 1982	Mary Ann Anthony Title XX Coordinator Waubonsee Community College
May 3, 1982	Maria Macic Counselor Kendall County CETA Yorkville
May 6, 1982	Peggy Giraldo Counselor Aurora CETA

Technical Assistance

Several other institutions and Projects, among them Southern Illinois University, University of Illinois at Champaign-Urbana, the Bilingual Vocational Project, Sauk Valley College, the Rockford Area Vocational Center, Elgin Community College, and Triton College, requested technical assistance from the Project Director and Curriculum Developer in FY82. Their needs included in-service workshops, materials evaluation, program evaluation and on-site consultations at the Chicago Urban Skills Institute, April 27, 1982, and Menard Correctional Center, June 3, 1982.

APPENDIX I

	DOLCH READING LIST	OGDEN'S BASIC WORD LIST	CATERPILLAR TRAINING LIST	RESEARCH DEVELOPMENT ASSO. LIST
a, an	x	x	x	x
about	x	x	x	x
across	x	x	x	x
after	x	x	x	x
again	x	x	x	x
all	x	x	x	x
almost		x	x	x
and	x	x	x	x
any	x	x	x	x
as	x	x	x	x
at	x	x	x	x
back		x	x	x
bad, badly		x	x	x
be	x	x	x	x
because	x	x	x	x
before	x	x	x	x
between		x	x	x
black	x	x	x	
blue	x	x	x	
both	x		x	x
but	x	x	x	x
by	x	x	x	x
can	x		x	x
change-d		x	x	x
cleaned		x	x	x
cold-er-est	x	x	x	

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	DOLCH READING LIST	OGDEN'S BASIC WORD LIST	CATERPILLAR TRAINING LIST	RESEARCH DEVELOPMENT ASSO. LIST
come, came	x	x	x	x
complete-ly		x	x	x
cut	x	x	x	x
day		x	x	x
do, done	x	x	x	x
down	x	x	x	x
early-ier-iest		x	x	x
end		x	x	x
enough	x	x	x	x
even-ly	x	x	x	
every	x	x	x	x
far-ther-thest	x	x	x	x
fast-er-est	x		x	x
find, found	x		x	x
first	x	x	x	x
five	x		x	x
for	x	x	x	x
four	x		x	x
from	x		x	x
front		x	x	x
full-y	x	x	x	x
get, get	x	x	x	x
give,gave,given	x	x	x	x
go, gone	x	x	x	x
good	x	x	x	x
green	x	x	x	

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	DOLCH READING LIST	OGDEN'S BASIC WORDLIST	CATERPILLAR TRAINING LIST	RESEARCH DEVELOPMENT ASSO. LIST
harder-est	x	x	x	x
have, had, has	x		x	x
he	x	x	x	x
hear, heard	x	x	x	x
help	x	x		x
here	x	x	x	x
high-er-ly	x	x	x	x
hold, held	x		x	x
hour		x	x	x
how	x	x	x	x
I	x	x	x	x
if	x	x	x	x
important		x	x	x
in	x	x	x	x
into	x		x	x
it-s	x		x	x
just	x		x	x
keep, kept	x	x	x	x
kind	x	x		x
know,knew,known	x		x	x
last	x	x	x	
late-r-st		x	x	x
learn-ed		x	x	x
left	x	x	x	
let-s	x	x	x	x
light-er-est	x	x	x	x
like	x	x	x	x

	DOLCH READING LIST	OGDEN'S BASIC WORDLIST	CATERPILLAR TRAINING LIST	RESEARCH DEVELOPMENT ASSO. LIST
little	x	x	x	x
long-er-est	x	x	x	x
look-ed	x	x	x	x
low-er-est		x	x	x
make, made	x	x	x	
man, men		x	x	x
many	x		x	x
minute		x	x	x
month		x	x	x
more, most	x		x	x
much	x	x	x	x
move, moved		x	x	x
must	x		x	x
name		x	x	x
near-er-est	x		x	x
necessary-ily		x	x	x
need-ed	x	x	x	x
never	x		x	x
new-er-est	x	x	x	x
next	x		x	x
no	x		x	x
not		x	x	x
now	x		x	x
number		x	x	x
of	x	x	x	x
off	x	x	x	x
older		x	x	x

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	DOLCH READING LIST	OGDEN'S BASIC WORD LIST	CATERPILLAR TRAINING LIST	RESEARCH DEVELOPMENT ASSO. LIST
on	x	x	x	x
only	x	x	x	x
open-ed-ing	x	x	x	x
or	x	x	x	x
other	x	x	x	x
out	x	x	x	x
over	x		x	x
paper		x	x	x
part		x	x	x
person		x	x	x
place		x	x	x
play	x	x	x	
possible-y		x	x	x
pull-ed-er		x	x	x
push-ed		x	x	x
put	x	x	x	x
read	x	x	x	x
ready		x	x	x
red	x	x	x	
right	x	x	x	x
round	x	x	x	
run, ran		x	x	x
same	x	x	x	x
say, said	x	x	x	x
second		x	x	x

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	DOLCH READING LIST	OGDEN'S BASIC WORDLIST	CATERPILLAR TRAINING LIST	RESEARCH DEVELOPMENT ASSO. LIST
see, seen	x	x	x	x
send, sent		x	x	x
short-er-est	x	x	x	x
slow-ly-est		x	x	x
small-er-est	x	x	x	x
so	x	x	x	x
some	x	x	x	x
start-ed	x		x	x
still	x	x	x	x
stop-ped	x	x	x	x
take, took	x	x	x	x
tell, told	x		x	x
than	x	x	x	x
that, those	x	x	x	x
the	x	x	x	x
then	x	x	x	x
there	x	x	x	x
this, these	x	x	x	x
three	x		x	x
through (thru)	x	x	x	x
time-s-ing		x	x	x
to	x	x	x	x
together	x	x	x	x
too	x		x	x
top		x	x	x
turn-ed	x	x	x	x

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	DOLCH READING LIST	OGDEN'S BASIC WORDLIST	CATERPILLAR TRAINING LIST	RESEARCH DEVELOPMENT ASSO. LIST
two	x		x	x
under	x	x	x	x
up		x	x	x
use-d-r	x	x	x	x
very	x		x	x
warm-er	x	x	x	
way		x	x	x
we	x		x	x
week		x	x	x
well	x	x		x
what	x		x	x
when	x	x	x	x
where	x	x	x	x
which	x		x	x
while	x	x	x	x
white	x	x	x	
who	x	x	x	x
why	x	x	x	x
will	x	x	x	x
with	x	x	x	x
work-ed	x	x	x	x
write, wrote		x	x	x
year		x	x	x
yes	x	x		x
yet			x	x
you	x		x	x

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APPENDIX II:

STUDENTS' AND INSTRUCTORS'

EVALUATION FORMS

Machine Shop Fundamentals Date _____

MATERIALS EVALUATION

We want you to help us evaluate different Machine Tool books, in English and in Spanish/Lao/Vietnamese.
Please tell us what you really think, to help us make our books better.

	ALL	MOST	SOME	ONLY A LITTLE	NOTHING
EXAMPLE 1-ENGLISH					
1a. How much of EXAMPLE 1 can you read and understand?	___	___	___	___	___

1b. Is EXAMPLE 1 good for Spanish/Lao/Vietnamese students like your class ___ good ___ not good
Why?

_____

_____

EXAMPLE 2-SPANISH

2a. How much of EXAMPLE 2 can you read and understand?	___	___	___	___	___

2b. Is EXAMPLE 2 good for Spanish students like your class?
___ good ___ not good
Why?

_____

_____

EXAMPLE 3-ENGLISH

3a. How much of EXAMPLE 3 can you read and understand?	___	___	___	___	___

3b. Is EXAMPLE 3 good for Spanish/Lao/Vietnamese students like your class? ___ good ___ not good
Why?

_____

_____

	ALL	MOST	SOME	ONLY A LITTLE	NOTHING
EXAMPLE 4-SPANISH					
4a. How much of EXAMPLE 4 can you read and understand?	___	___	___	___	___
4b. Is EXAMPLE 4 good for Spanish students like your class? ___ good ___ not good Why?					
_____					
_____					
EXAMPLE 5-ENGLISH					
5a. How much of EXAMPLE 5 can you read and understand?	___	___	___	___	___
5b. Is EXAMPLE 5 good for Spanish/ Lao/Vietnamese students like your class? ___ good ___ not good Why?					
_____					
_____					
EXAMPLE 6-SPANISH					
6a. How much of EXAMPLE 6 can you read and understand?	___	___	___	___	___
6b. Is EXAMPLE 6 good for Spanish/ Lao/Vietnamese students like your class? ___ good ___ not good Why?					
_____					
_____					

	ALL	MOST	SOME	ONLY A LITTLE	NOTHING
EXAMPLE 7-LAO					
7a. How much of EXAMPLE 7 can you read and understand?	___	___	___	___	___

7b. Is EXAMPLE 7 good for Lao students like your class?
___ good ___ not good
Why?

_____

_____

EXAMPLE 8-VIETNAMESE

	ALL	MOST	SOME	ONLY A LITTLE	NOTHING
8a. How much of EXAMPLE 8 can you read and understand?	___	___	___	___	___

8b. Is EXAMPLE 8 good for Vietnamese students like your class?
___ good ___ not good
Why?

_____

_____

Engine Lathes:

Types, Accessories, and Attachments

Chapter **6**

Lascoe, O.D. et al. Machine Shop Operations and Setups, Chicago: American Technical Society, 1973.

The variety of operations the engine lathe can perform make it one of the most useful and necessary machines in the shop. The major function of the engine lathe is to change the size, shape, or finish of a revolving workpiece by one cut or a series of cuts into the workpiece with an adjustable cutting tool. The type of engine lathe and its auxiliary equipment will determine the extent or variety of operations for which the machine is adapted. With proper attachments and adjustments, a lathe can also drill, ream, tap and thread.

Lathe Fundamentals

The metal-cutting action of the lathe is the basic principle in any machining operation. This action involves the formation of a chip from the metal workpiece by the tool and the movement of the chip across the face of the tool. This chip-producing occurs in all metal-cutting operations, whether it is turning, drilling, milling, or sawing. When the tool cuts into the metal, it executes a pressure of about twenty tons to the square inch. This heavy force stretches and deforms the material and in turn creates heat. The movement of the chip across the face of the tool creates friction. Friction, along with the heat created when the metal is deformed, are the common factors in all chip-removal processes.

Basic Forces. The three basic forces which act upon the cutting tool are identified as: *longitudinal feed force, radial force,* and *tangential force.* These forces are all influenced by the cutting velocity. See the insert illustrating these three forces on Trans-Vision, Page E.

The *longitudinal feed force, F*..., on Page E, is parallel to the axis of turning and in the direction

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Unit 36

METAL LATHE

Walker, John R. Modern Metalworking. South Holland, Il: Goodheart - Willcox, 1976.

A lathe is a machine tool in which the work is held and rotated, while being shaped by a cutting tool that is fed against the work. See Figs. 36-1, and 36-2.

LATHE SIZE

Lathe size is determined by the SWING and BED LENGTH, Fig. 36-1. The swing indicates the largest diameter of work that can be turned. The bed length is the entire length of the ways, and should not be mistaken for the maximum length of metal piece that can be turned.

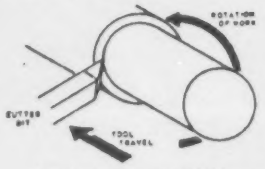

Fig. 36-2. The operating principle of the lathe.

36-1

2

Krar, S.F. and J.E. St. Amand. Entrenamiento en el taller mecánico. México: McGraw-Hill de México, 1977.

10 EL TORNO

El torno fue una de las primeras máquinas herramienta construidas. Durante los últimos 150 años ha avanzado en diseño, de un torno impulsado entre dos árboles, a una máquina motorizada cortadora de tornillos. El progreso de su diseño ha hecho posible el desarrollo y la producción de cientos de cosas que usamos con gusto.

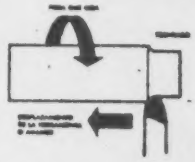

Figura 10-1a. Acción cortante de un torno

La función principal del torno es tornear metales (Fig. 10-1a). Esto se hace girando el metal fijo en una pieza de sujeción, mientras la herramienta cortante se forsada contra su circunferencia. La figura 10-1b nos muestra la acción cortante de la herramienta sobre el trabajo que se está maquinando en el torno. Algunas de las operaciones más comunes que se efectúan en el torno son: Refrentado, tornendo cónico, tornendo paralelo, corte de ranas, moleteado, estriado, perforado y taladrado. El torno es la espina dorsal del taller mecánico y su conocimiento es esencial para el maquinista.

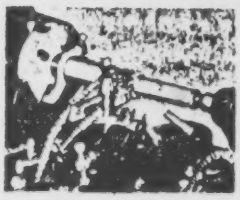

Fig. 10-1b. Pieza de trabajo sujeta entre los centros para tornendo fuerte.

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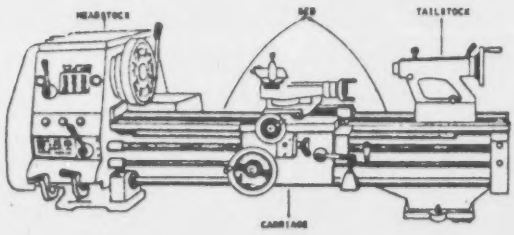
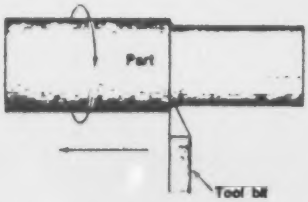
3

LATHE



This is a LATHE.
The machinist uses a lathe to make round parts.
The machinist turns round parts on a lathe.
Many times in the machine shop, a round part means a cylindrical part.



The cutter of a lathe cuts metal chips to make round parts.

The cutter of a lathe is called a TOOL BIT.

The lathe revolves the part.

6

4

Figura 5

Esto es un lathe (torno).
El operador usa el lathe para hacer partes redondeadas.
El operador turns (tornea) partes redondeadas con el lathe.
Muchas veces en el taller las partes redondeadas son partes cilíndricas.

Figura 6

La herramienta de cortar del lathe corta chips (virutas de metal) para hacer partes redondeadas (cilíndricas, cónicas etc.)
La herramienta de cortar del lathe se llamada un tool bit.
(BURIL o CUCHILLA DE TORNEAR).
El torno hace girar a la parte.

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Figura 7

Esto es un horizontal mill (fresadora horizontal).
El operador usa un horizontal mill para hacer superficies planas y lisas o para hacer ranuras en las partes.

Figura 8

La herramienta de cortar de un horizontal mill es llamada un milling cutter (FRESA o HERRAMIENTA DE FRESAR).
El horizontal mill hace girar el milling cutter.

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34

5

[illegible]

For precision accuracy, the machinist uses precision measurement and precision measurement tools.

What is precision measurement?

PRECISION MEASUREMENT is the measurement of parts to within .001 of an inch or smaller.

The machinist uses precision measurement tools to measure thousandths (.001, .002, .003, ...) of an inch and ten-thousandths (.0001, .0002, .0003, ...) of an inch.

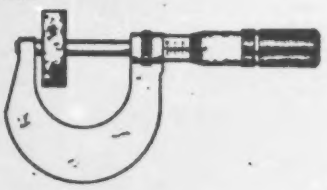
MICROMETER

The machinist uses precision measurement tools to make precision measurements. In Lesson 4C, you will learn to measure parts with these precision measurement tools:

1. The outside micrometer
2. The inside micrometer
3. The depth micrometer

There are many kinds and sizes of micrometers.

1. THE OUTSIDE MICROMETER



The machinist uses the outside micrometer to measure the outside dimensions of parts.
On round (cylindrical) parts, he/she measures the diameter and length.
On other parts, he/she measures the length, width, and thickness.
He/she reads measurements on the outside micrometer.

The machinist uses this 1" outside micrometer to measure dimensions from 0.000" to 1.000"
He/she uses a 2" outside micrometer to measure dimensions from 1.000" to 2.000"
He/she uses a 3" outside micrometer to measure dimensions from 2.000" to 3.000"
There are many other sizes of outside micrometers.

6

INTRODUCTION

Cuando un alto grado de precisión es necesario, el operador usa medición de precisión e instrumentos de medir de precisión.

¿Que es medición de precisión?

MEDICION DE PRECISION es medir partes a una tolerancia de .001 de pulgada o menos.

El operador usa instrumentos de medir de precisión para medir milésimos (.001, .002, .003, ...) de pulgada y diezmilésimos (.0001, .0002, .0003, ...) de pulgada.

VOCABULARIO IMPORTANTE	PAGINA	EJEMPLO
thousandths	2	milésimos (.001, .002, .003, ...)
ten-thousandths	2	diezmilésimos (.0001, .0002, .0003, ...)
micrometers	2	Los micrómetros son instrumentos de medir de precisión hay muchas clases y tamaños diferentes de micrómetros
dimension	2	una dimensión es una medida exacta de una parte la mayoría de las partes tienen varias dimensiones
outside dimension	2	dimensión externa
cylindrical	2	en partes cilíndricas el operador mide el diámetro y la longitud de la parte
diameter	2	diámetro
length	2	longitud
width	2	anchura
thickness	2	espesor; grosura

7

INTRODUCTION

[illegible] Precision. [illegible] Precision. [illegible] Precision.

[illegible] PRECISION MEASUREMENT [illegible] .001 [illegible]

[illegible] (.001, .002, .003...) [illegible] (.0001, .0002, .0003...) [illegible].

Important Vocabulary.	Page	Example.
thousandths	2	[illegible] .001, .002, .003...
ten-thousandths	2	[illegible] .0001, .0002, .0003...
micrometer	2	[illegible]
dimension	2	dimension [illegible]
outside dimensions	2	[illegible]

8

INTRODUCTION (GIỚI-THIỆU)

Vì nhu cầu chính xác, thợ máy dùng sự đo lường chính xác và dụng cụ đo lường chính xác.

Sự đo lường chính xác là gì?

SỰ ĐO LƯỜNG CHÍNH XÁC là việc đo món hàng chính xác trong vòng .001 của một inch hoặc nhỏ hơn.

Thợ máy dùng dụng cụ đo lường chính xác để đo phần ngàn (.001, .002, .003, ...) của một inch và phần mười ngàn (.0001, .0002, .0003, ...) của một inch.

NGỮ VỰNG QUAN TRỌNG	TRANG	VÍ DỤ
Thousandths	2	Phần ngàn. .001, .002, .003, ...
Ten-thousandths	2	Phần mười ngàn. .0001, .0002, .0003, ...
Micrometer	2	Thước thiên trắc vi là một dụng cụ đo lường chính xác. Có nhiều loại và có thước trắc-vi khác nhau.
Dimension	2	Một kích thước (chiều) là số lượng của một món hàng. Hai thợ máy có thể làm món hàng đều có với chiều khác nhau.
Outside dimensions	2	Kích thước bề ngoài.
Cylindrical	2	Trên món hàng ống trụ, thợ máy đo lường kính và chiều dài.
Diameter	2	Đường kính.
Length	2	Chiều dài.
Width	2	Chiều rộng.
Thickness	2	Độ dày.
Inside dimensions	3	Kích thước bề trong.

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INSTRUCTOR'S EVALUATION OF NATIVE LANGUAGE USE

Name _____

I. BACKGROUND INFORMATION

A. ____ Machine Shop Instructor ____ VESL Instructor

B. ____ Bilingual, taught this course Bilingually ____ Not Bilingual

____ Bilingual, but taught this course English-only

C. ____ Taught Spring 82 ____ Taught Fall 80/Spring 81

____ Taught Fall 81

D. Previous classroom teaching experience (of any kind)

____ Yes ____ No

E. About what percentage of your Limited English Proficiency (LEP) students in this course were

____ % Hispanic ____ % Indochinese (Lao, Vietnamese) ____ % Other nationality

F. In your opinion, what percentages of your LEP students were at what English levels? (If it's easier, you may estimate actual numbers instead of percentages.)

	Low English		Intermediate		High English
When course started	____ %	____ %	____ %	____ %	____ %
When course ended	____ %	____ %	____ %	____ %	____ %

Comments: _____

_____

G. In your opinion, what percentages of your LEP students were at what Basic Math levels? (If it's easier, you may estimate actual numbers instead of percentages.)

	Low English		Intermediate		High English
When course started	____ %	____ %	____ %	____ %	____ %

When course ended ____ % ____ % ____ % ____ % ____ %

Comments: _____

_____

II. INSTRUCTIONAL METHODS

A. How did you divide your teaching time (roughly)?

Machine Shop Instructor	VESL Instructor
____ % Lectures	____ % Basic Math
____ % Going over student's bookwork	____ % VESL for shop lessons (Technical Vocabularies, etc.)
____ % Demo/Shop work	____ % More general VESL/ESL
____ % Audio-visual (slides)	Of all the VESL/ESL time only: (Not the math time)
	____ % Oral activities
	____ % Written activities

Comments: _____

_____

B. If you were to teach this course again, would you like to be able to divide your time somewhat differently? ____ Yes ____ No

If so, how? _____

_____

C. Do you think it would have helped you to be able to speak one of the students' native languages? ____ Yes ____ No

Advantages _____

Disadvantages _____

D. Would it have helped you to have bilingual tutors to translate in the shop? ____ Yes ____ No

Advantages _____

Disadvantages _____

E. In which areas of instruction would being able to use the students' native language(s) have been most helpful? Please rank these from 1 (most helpful) to 6 (least helpful).

____ Lectures explaining lessons ____ Shop safety

____ Shop projects ____ Shop math

____ Measurement ____ Other: _____

_____

F. In which areas of instruction did you find that individual students helped other students the most? Please rank 1 (most) to 6 (least).

____ Lessons ____ Measurement

____ Study/Review questions ____ Math

____ Shop projects ____ Other: _____

_____

Comments: _____

_____

G. When the students helped each other, did they help primarily those of the same native language background as themselves? ____ Yes
____ No; there was "crossover"

Comments: _____

_____

III. INSTRUCTIONAL MATERIALS

A. Do you think most of your LEP students could have read and understood the "regular" machine shop textbook, at the start of the course?
____ Yes ____ No

Comments: _____

_____

B. Could most of your LEP students read and understand the Machine Shop Fundamentals lessons we used, at the start of the course?
____ Yes ____ No

Comments: _____

_____

C. How do you think the classes would have been if you had had to use only the "regular" machine shop textbook, without Machine Shop Fundamentals lessons?

_____

_____

IV. GENERAL IDEAS

A. In general, do you think it is better to teach Machine Tool I to LEP students bilingually or English-only?

____ Bilingually

____ English-only

Comments: _____

_____

B. Before you taught this course, how did you think it would work out to teach LEP students Machine Tool Shop/VESL? What did you think might be difficult?

_____

_____

_____

C. How did it turn out? Was it different from what you expected?

_____

_____

_____

D. LEP students can learn the same technical concepts as native English speakers can.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
____	____	____	____	____

Comments: _____

_____

E. What special needs do you think LEP students in vocational education have? Rank in order of importance.

____ More time

____ Simplified English materials

____ A preparatory "pre-vocational" course

____ Native language materials

____ Basic math

____ Vocational English

Comments: _____

_____

F. For LEP students in vocational educational (industrial), there should be some entry-level English requirement.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
____	____	____	____	____

Comments: _____

_____

G. For LEP students in vocational education (industrial), there should be some entry-level math requirements.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
____	____	____	____	____

Comments: _____

_____

H. For LEP students in vocational education (industrial), VESL classes are important.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
____	____	____	____	____

Comments: _____

_____

I. My LEP students would have benefited from a (short?) pre-vocational course to prepare them for the Machine Tool course. The pre-voc could have introduced to them, for example, basic math, reading a 6" rule, what a machine tool is in general and what a machinist does (Lesson 1).

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
____	____	____	____	____

Comments: _____

_____

J. For starting this machine tool course, the minimum English language level that an LEP student should have in order to complete the work adequately is:

Low Begin. Eng.	Beginning Eng.	High Begin. Eng.	Low Inter. Eng.	Intermediate Eng.	High Interm. Eng.	Low Adv.	Advanced
____	____	____	____	____	____	____	____

Comments: _____

_____

K. Do you think that LEP students who know almost no English ("0-Level") can be successful in any vocational course as long as there is a VESL course with it? ____Yes ____No

Comments: _____

_____

APPENDIX III:

EVALUATIONS OF MACHINE SHOP FUNDAMENTALS MATERIALS

MATERIALS EVALUATION FORM[1]

Machine Shop Fundamentals: Part I

INDICATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENTS BY CIRCLING YOUR RESPONSE. CIRCLE THE NA (NOT APPLICABLE) WHEN THE ITEM DOES NOT APPLY TO THE MATERIALS OR THE EVALUATOR.

I. PHYSICAL APPEARANCE AND FORMAT OF MATERIALS

A) General Appearance: Materials are attractive, easy to use and/or read.

strongly agree	agree	neutral	disagree	strongly disagree	NA
3*, 8	4*, 5				

B) Appropriateness of illustration: Illustrations reflect and clarify content of materials.

strongly agree	agree	neutral	disagree	strongly disagree	NA
2*, 9	5*, 4				

C) Format appropriateness: The format of materials is appropriate for the content .

strongly agree	agree	neutral	disagree	strongly disagree	NA
2*, 5	5*, 7				

D) Organization: There is a logical progression within the materials. 1

strongly agree	agree	neutral	disagree	strongly disagree	NA
2*, 9	5*, 4				

* Evaluations of Machine Tool Vocational Instructors

[1] Adapted from Evaluation of Supplemental Learning Aids (SLA) by E. Jeanne Lopez-Valadez, Bilingual Vocational Education Project, June, 1981.

I. Comments on Physical Appearance and Format

1. Comments of Machine Tool Vocational Instructors

- This material looks good, is extremely well organized and above all it works. Four-color offset printing would improve its appearance. This would be too expensive in small quantities however.

- Well put together.

- Organization of format is close to what I am presently doing.

- The appearance is presentable, without being unnecessarily "slick". I thought the quality and clarity of illustrations was somewhat inconsistent. The format and organization are good because they allow the individual instructor to tailor the material to the needs of different groups.

2. Comments of VESL Instructors and Administrators

- The breakdown into small sequential steps for practical teaching is particularly good.

- The format in general is excellent, the pictures are especially clear and precise.

- Clear, uncluttered presentation.

- Clear, strong print appropriate for LEP students. Professional appearance.

- Visuals easy to understand by LEP students. Print is easy to see - words stand out.

- Attractive and neat.

- Visuals are excellent - large and easy to see.

- Backsides to reduce size!! Since pink sheets generally do not explain concepts further but are primarily for use in language component, these could be intergrated into VESL curriculum. Join Study & Review questions to lesson. Too many pieces to collate. Provide complete lessons with key points, study & review questions (with answers) and tests together in binder for teacher. To shorten length, consider reduction of illustrations, particularly of small tools or simple items ex Lesson 5A, 7 pages 3-6, vs. 2!!

- The use of titles, subtitles, and numerical arrangements makes the content, or the structure of the content, easy to grasp at a glance.

II. CONTENT

A) Accuracy: Technical concepts and terminology are up to date and correct.

strongly agree	agree	neutral	disagree	strongly disagree	
2*, 6	5*, 4	1			NA 2

B) Appropriateness: Important and relevant information is provided.

strongly agree	agree	neutral	disagree	strongly disagree	
3*, 7	4*, 4				NA 2

C) Clarity: Information is well written and easy to understand.

strongly agree	agree	neutral	disagree	strongly disagree	NA
4*, 8	3*, 3	2			

FOR ITEMS D AND E IN THIS SECTION, PLEASE SEE THE ATTACHED MACHINE TOOL LABORATORY I COURSE SYLLABUS.

D) Relevancy: Materials are well coordinated and relevant to course content and/or main text.

strongly agree	agree	neutral	disagree	strongly disagree	NA
4*, 7	3*, 6				

E) Correspondence: Content corresponds to course outline objective(s)

strongly agree	agree	neutral	disagree	strongly disagree	NA
4*, 6	3*, 5	2			

* Evaluations of Machine Tool Vocational Instructors

II. Comments on Content

1. Machine Tool Vocational Instructors

- Content is correct for a first Machine Tool Course. I have successfully used this content for 10 years. It stands up to employers' expectations.

- I found the syllabus a pleasant surprise.

- I have no complaints about content.

2. VESL Instructors and Administrators

- We were able to draw out information easily and used material to supplement and reinforce our materials.

- Very practical and pertinent for our Machine Shop Students.

- In my opinion, the material is written in the "simplest possible" language. It's super!

III. LINGUISTIC ASPECTS OF ENGLISH MATERIALS

A) Difficulty of language: Grammar
These materials are appropriate for LEP students whose proficiency in reading/* listening English is:

~~12-13th-grade~~ <---------- ~~5-7th-grade~~ ---------- ~~3-4th-grade~~ >

Advanced			Intermediate			Beginning	NA
3	1	1	2*, 6	1*, 1	1*, 1		2*

B) Difficulty of language: Sub-technical Vocabulary
These materials are appropriate for LEP students whose proficiency in English is:

Advanced			Intermediate			Beginning	NA
2	1	2	2*, 8	1*	1*		2*

C) Difficulty of language: Appropriate Register
The linguistic register (from formal register to colloquial register) is appropriate for LEP students in a Machine Tool course.

strongly agree		agree		neutral			disagree	strongly disagree	NA
1*, 2		3*, 6	1	1*, 3					2*

D) Relevancy of language: English language
These materials can be understand by students without native language supplements.

strongly agree	agree	neutral	disagree	strongly disagree	NA
3	2*, 6	2 1*depends on student's level	2*, 1		2*, 1

E) Difficulty of language: English language: English language can be best used by students whose proficiency in English is

advanced		intermediate			beginning	
3	1	2*, 6	1	2*, 1		3*

F) Difficulty of language: Materials are appropriate and useful by native English speakers who have had little experience/success in formal education.

strongly agree	agree	neutral	disagree	strongly disagree	NA
3*, 3	1*, 4	3			3*, 3

*Evaluations of Machine Tool Voational Instructors

III. Comments on Linguistic Aspects of English Materials

1. Machine Tool Vocational Instructors

- I have used this format and find it better than anything else available. I have also used this specific material on a selective basis with my regular college students who have low reading ability. Those students like this material and have advanced rapidly.

- Question "D" seems to be a loaded question. What level are they in their own language or how far are they in beginning English? Granted the material is easy but the supplement Lao, or Spanish cannot be read by someone who speaks English and doesn't have any idea about any other language. As far as the linguistics of MSF, I find them very good. I have used them already in 2 languages and this has made it easy for my students to comprehend machine tool operations.

- These materials are well suited to students English Proficiency what I would label high-beginning. The limited use or native-language supplements could serve to lower those requirements somewhat, and I suppose more technical supplements could, conversely, raise the proficiency required. I have had no experience teaching the group described in Sect. F. Prior to this, I had gained no experience in teaching LEP students. I found these materials to be quite useful and well organized. I would have been absolutely lost without them. I highly recommend them.

2. VESL Instructors and Administrators

- Fills the language needs very practically without emphasis on grammar.

- The material is easy to understand and logically presented. It sometimes proceeds a little slowly for the more advanced English students - but, perhaps, these students should be mainstreamed anyway!

- Any student - even native speaker - must have certain reading skills to use these materials. The materials are excellent, but the student must be equipped to use them.

- What I am judging here is a little higher than we consider "intermediate" at Senn. H.S., but that seems appropriate to me on the community college level. We, after all, are the "common" school and accept students on the basis of age only even if academically they are primary or pre-primary in both math and literacy skills.

- (D & F) I am assuming VESL instruction with the materials. I don't feel D or F would be applicable as marked (2) if the materials are used in an independent study situation. Native language supplements would be essential in an independent study for D and as long as native English speakers were literate, the materials would be useful.

- F applicable only when interpreter used. Our classes were 1/2 Beginning Basic.

- Vocabulary (see first page of Lesson 2) could be clarified by more pictures; also, words should be simple and clearly defined, not just used in a sentence. (See oil); sometimes they are well defined. H of 8 seems clearly written.

- Technical Voc-like the division of key words by nouns, adjs, verbs, etc. However, having word in the same context does not clarify term any further. Might consider just underlining these words in student textbook and including pink sheets in VESL and vocational instructor's manuals. Try to diversify sentence format a little. Gets tiring to read.

IV. LINGUISTIC ASPECTS OF NATIVE LANGUAGE SUPPLEMENTS
SUPPLEMENTS EVALUATED: SPANISH LAO VIETNAMESE

SEE PAGE 6 OF THE INSTRUCTOR'S MANUAL.

A) Quality of translations: Translations are grammatically correct.

strongly agree	agree	neutral	disagree	strongly disagree	NA
(1)V,(1)S	(2)S, (1)L				4*,12

B) Quality of translations: Translations are technically correct.

strongly agree	agree	neutral	disagree	strongly disagree	NA
(1)V,(1)S	(2)S,(1)L				4*,12

C) Relevancy of language: Language can be understood by speakers of different dialects.

strongly	agree	neutral	disagree	strongly disagree	NA
(1)V	(2)S,(1)L	(1)S			4*,12

D) Difficulty of language: These materials are appropriate for students whose proficiency in their native language is at least

highly literate and proficient		orally proficient but moderate literacy skills		limited oral and written proficiency
	(1)V 2	(2)S,(1)V 4	2	(1)S,(1)L 5

2 One evaluator is bilingual (Spanish-English); however, several other evaluators consulted bilingual aides or staff for this section.

IV. Comments on Linguistic Aspects of Native Language Supplements

1. Machine Tool Vocational Instructors

- The only comment I can make here is that the LEP students have advanced quite rapidly compared to the Beginning Levels of these students. It has gained student acceptance and seems to be enjoyed.

- This section was looked over by my Lao & Spanish aides. Ratings are consensus view.

- Not being bilingual, I am not qualified to evaluate these texts.

2. VESL Instructors and Administrators

- Our students are happy to have materials written in their own language.

- Based on my knowledge of literate Spanish which, though not native speaker, is high. I had some help from a native speaker. I understand Mexican Spanish best.

- We have a Vietnamese translation. Our Vietnamese have read it and completed this section of the evaluation.

- In Spanish version - obj's - use debera instead of ha de, observar instead of mirar in procedures, also completar instead of hacer. Some incorrect words such as portahojas (binder) vs cuaderno for notebook; cuestionario (questionnaires vs. guia de estudio (study guide). In Vietnamese, students would have to have a high school level of literacy and language development; very formal words.

V. USEFULNESS OF MATERIALS

A. Are the materials designed in such a way as to allow for independent use by learner?

19 Yes 1 It depends* - No

1. Machine Tool Vocational Instructors

- This written material, when used together with supportive A-V media and lab work will work well for independent (Individualized) instruction.

- This "programmed" aspect makes the materials especially useful.

2. VESL Instructors and Administrators

- The clear illustrations and explanations reinforce and reteach what the student have seen and done in class.

- They are a good supplement for the slower learner who needs to review.

- The materials should be very helpful to understand the basics of Machine Shop.

- The materials could be used in independent study - especially with the use of Tapes for vocabulary pronunciation and/or listening while reading for those with lower literacy skills. Also should have native language supplements.

- To a certain extent: study questions, maybe. But the teacher will probably have to give some help in comprehension.

- If student has both advanced native and second language skills.

- If you indicate in study and review questions where to find the answer. You could put the page on which the answer is found in ( ) after each question.

- *I am a great believer in directed learning Academic motivation is often lacking in the type of student who might be studying these materials. I feed a student needs a teacher. However, material is sequentially presented.

B. Would you recommend the use of these materials to other vocational programs?

20 Yes - No

1. Machine Tool Vocational Instructors

- Will work well for Hearing Impaired Students and others who have limited command of English, either spoken and/or written.

- I have used the materials since late 1981 and they have been very helpful

2. VESL Instructors and Administrators

- With no text used by the Machine Shop Instructor, these materials have been invaluable for my VESL class.

- They are not only accurate and fairly complete as well as easy to follow - they are also very flexible in their use.

- The materials are very thorough and well done and though they may need to be adapted to suit a particular program's need, as supplemental materials they are invaluable.

- The materials should be helpful to other projects.

- Though our text materials are being developed on the "pre-vocational and career awareness" level we are using the Waubonsee materials as models of format practicality.

- Usable with LEP and low reading level students. Independent units allows for adaptation to local curriculums.

VI. Overall evaluation of components of materials:

	excellent				poor	not evaluated	
A. Student textbook	2*,11	5*,2				N/E	
B. Student workbook: Study and Review Questions	2*,8	5*,5				N/E	
C. Student workbook: Technical Vocabulary lists	2*,9	5*,2	2			N/E	
D. Instructor's Manual	2*,3 1*	3*,5	1			N/E	4
E. Visuals	1*,9	6* 2*,3				N/E	1
F. VESL Curriculum (Draft)	1*,5	1*,2				N/E	5* 2*,6

* Evaluations of Machine Tool Vocational Instructors

VII. GENERAL COMMENTS

Please comment on strengths, weakness, appropriateness, usefulness, etc. Be specific, and whenever possible identify page numbers or other key parts of materials.

1. Machine Tool Vocational Instructors

- I find this material to be excellent in every way. While it may on the surface seem to be written too simply, I know from my experience that it does match the reading level and language levels of many senior high and freshman college students today. This format is flexible. It can be used on general or prescriptive bases. The outline is strong, builds from simple to complex, and is educationally sound from all education psychology aspects. Behaviorly stated objectives have been applied to many curricular areas over the past 15 years. Their utility in technical courses has a very good track record. The straight-forward design of this material and its objectives makes it much easier for the student to see exactly what is expected and forces the instructor into highly valid evaluative devices. Second-guessing what the instructor really wants is virtually eliminated. This is a great help and encouragement to all students, especially those with limited language and/or reading ability.

- I like it! I am presently teaching 50 LEP students in machine shop. These materials have bailed me out of some tight situations where my explanations of subject areas were going no place, fast. I am looking forward to being able to use the books from the beginning and not just from the middle of a semester.

- Machine shop materials well done. The blueprint reading should be a separate section and more detailed to cover the subject so that a machine shop person will get a higher level of understanding. Blueprint reading section needs upgrading in these respects.

- All study, Objectives, review questions, study questions and worksheets were very good.

- You may want to look at the need for metrics to be brought into the dimensioning and measuring aspect as this is becoming more and more used as a standard.

- TEXTBOOK
  Lesson 5B Pages 10 and 15
  Cylindrical parts - these would normally show only (2) views. Front and right side.

- Lesson 6C Page 4
  "Jo" Block - did not locate term in vocabulary

THANK YOU!

2. VESL Instructors and Administrators

- We have used these materials all year and have benefited by them. They have been used by the whole class as introductory materials, by small groups for independent study, and by individuals for review. I would recommend them for any Machine Tool VESL program.

- The whole concept seems ideally written, designed, and aimed for our students. The content is right to the point and easy to follow. I look forward to using the entire student textbook. I feel it is a must for my classes. And--what took you so long? We've needed this for a long time. (I did find the lesson and page numbering system confusing using the Drafts; however, this should improve with using a bound text.)

- To answer this evaluation I have consulted knowledgeable subject specialists. Our vocational teachers feel your materials could be useful in their classes, especially the visuals, vocabulary and worksheets. Some of the blueprint materials are being used by a native speaker to teach blueprinting to Laos factory workers. I'm using your Math ideas for a Math class. ESL teachers are using your visuals to help students in the Machining class. We must educate vocational teachers in our college to teach the refugees. Some adapt easily to VESL methods, others not. We need to sell your materials.

- Our Lao, H'mong, and Vietnamese men are interested in vocational classes, but there is very little material available for them. Books written in English are too difficult. Most of the VESL material is written for banking, accounting, engineering and other fields that our students are not ready for. They need more practical material such as MACHINE SHOP FUNDAMENTALS. Thank you for working on this project and sharing your materials with us.

- Machine Shop Fundamentals has been very helpful as a resource to our Machine Tool I and II students. Those in Machine Tool I were able to identify the illustrations and titles and, as a result, were more secure in their lab experience.

- Even though I personally did not use your materials, my program's Machine Tool VESL teacher did; we support your project and congratulate you on your product!

- Illustrations in units should be numbered so that students reading native language supplements know what to refer to. Study questions and review questions for lessons 1, 2, and 3A are weaker than the others. Seem to ask language questions vs. information/content, for example Lesson 1, p.3, question 45, Math is very important for the machinist, or p.1, question 4, A person can get technical skills... Like the way most study questions are tied to review questions, show their importance. Differences between study and review questions should be clarified. Suggest students use study questions after reading or while reading and use review questions with class after complete lesson has been taught, demonstrated and practiced. The instructor's manual needs some reorganization. Consider this: intro, program components, then course

syllabus, target population and testing used, materials available, acknowledgements (see manual draft for additional comments). Why are there no objectives regarding shop project? If material aimed at intermediate student, then only translation of sub-technical terms may be necessary with simplified English materials. In instructor's manual you might want to correlate mode of instruction (bilingual, monolingual) with student's proficiency level and use of native language supplements.

- On the whole, the materials are very carefully and thoroughly prepared. The language is simple and clear and the illustrations are nice and big. To split hair though, some improvements can be made on the "Technical Vocabulary". Instead of giving the word and the usage, we can give the definition or explanation one more time before giving the usage. As a matter of fact, repetitions of concepts and definitions throughout the MSF is a commendable feature. Such repetitions as "a round part means a cylindrical part" and such sentences beginning with "remember ... are excellent.

Waubonsee Community College

Limited English Proficiency Program for Vocational Education

Illinois Route 47 at Harter Road • Sugar Grove, Illinois 60554 • Phone (312) 466-4811

COMPOSITE OF EVALUATIONS OF
MACHINE SHOP FUNDAMENTALS: PART I

June 30, 1982

List of Evaluators

7	Machine Tool Vocational Instructors
13	VESL Instructors and Administrators of LEP Vocational Programs
20	Total

Machine Tool Vocational Instructors/Machine Shop Training Specialists

- Tom Boyle
  Machine Tool Vocational Instructor (Hispanic and Indochinese LEP students)
  Elgin High School, Elgin, Il

- Lee E. Scheidenhelm
  Machine Tool Vocational Instructor ("regular" non-LEP and hearing impaired students)
  Waubonsee Community College, Sugar Grove, IL

- Charles H. Wickhorst
  Machine Tool Vocational Instructor (Indochinese LEP students)
  Rockford Adult High School with
  Rock Valley Community College, Rockford, IL

- Gail Thornton
  Machine Shop Training Instructor
  Caterpillar Tractor Co.
  Aurora, IL

- Melvin W. Canty
  Machine Shop Training Instructor
  Caterpillar Tractor Co.
  Aurora, IL

- Richard Nielson
  Machine Tool Instructor for LEP Project
  Waubonsee Community College
  Sugar Grove, IL

- Donald Tesch
  Machine Tool Instructor LEP Project
  Sugar Grove, IL

VESL Instructors and Administrators

- Martha Cies
  Co-Coordinator, Indochinese Project
  Sauk Valley College, Dixon, IL

- Jerri Crabtree
  Teacher Coordinator, Indochinese Project
  Black Hawk College, Moline, IL

- Judith Diamond
  Machine Tool VESL Instructor, Indochinese Project YWCA with
  Elgin Community College, Elgin, IL

- Lynda Krueger
  Coordinator, Indochinese Project
  Catholic Social Service Refugee Resettlement, Peoria

- Luann Lamp
  Instructional Services Coordinator, Indochinese Project
  YWCA with Elgin Community College, Elgin, IL

- Jean C. Lennon
  Director
  Bilingual Vocational Education Project, Arlington Heights, IL

- Miriam Lykke
  TESOL Program Director
  Senn High School, Chicago, IL

- Arlene Ruttenberg
  Educational Coordinator
  Lutheran Child & Family Services
  Haitian Resettlement Program, Chicago, IL

- Nell Sudikatus
  Machine Tool VESL Instructor, Indochinese Project
  Dr. King Center, Kankakee

- Judy Vecamudi
  VESL Instructor, Indochinese Project
  Sauk Valley College, Dixon, IL

- Judy Williamson
  Co-Coordinator, Indochinese Project
  Sauk Valley College, Dixon, IL

- Grace L. Kwong
  English as a Second Language Instructor
  Kishwaukee College, Malta, IL

APPENDIX IV:

LETTERS OF SUPPORT

Triton College

2000 Fifth Avenue
River Grove, Illinois 60171
(312) 456-0300

March 2, 1982

Mr. Peter Siedman
Administrator, ISBE/DAVTE
Illinois State Board of Education
100 N. First Street
Springfield, Illinois 62777

Dear Mr. Seidman:

It has come to my attention that the Waubonsee Community College Limited English Proficiency Student Program is re-applying for DAVTE funding for FY 83. As the Director of Neuvos Horizontes, an educational center for Hispanic adults sponsored by Triton Community College, I would like to take this opportunity to express my full support for the Waubonsee program.

Throughout the planning and initiation of Nuevos Horizontes, Mike Kelly and Pat Mengus were most helpful in giving insight into the special problems faced by Hispanic adults, and in sharing their expertise in writing vocational materials. Both Mr. Martinez, the Assistant Director of Nuevos Horizontes, and I have attended several formal presentations given by Mike Kelly and Pat Mengus and have always found them to be useful and informative.

The Waubonsee program represents the state of the art in writing and implementing VESL and bilingual vocational materials. It would be a great loss to those of us who work with LEP adults if the program would be discontinued. I strongly urge that the Waubonsee program be re-funded.

Sincerely,

Sarah Bingaman

Sarah Bingaman, Director
Nuevos Horizontes

Nicholas Senn High School 5900 N. GLENWOOD AVENUE • CHICAGO, IL 60660

John T. Martin
Principal

Assistant Principals
William Borgstrom
James Pasterski
Inez L. Thomas

April 2, 1982

Dr. Peter Seidman
Contract Administrator
Illinois State Board of Education
DAVTE
100 North First Street
Springfield, Illinois 62777

Dear Dr. Seidman:

It must have been about three years ago that faculty members of Senn High School first became aware of the fact that we needed special Vocational Education programs for LEP students and that there were pilot programs in the state of Illinois concentrating on what we identified as our needs. Three staff members in particular, the coordinators of both the TESOL and Multilingual Programs and the person who has since become the coordinator of our Vocational Education for LEP Students Program, started attending all workshops and conferences that we heard about where we could get information and ideas about funding and designing and adapting course materials. By now, we are familiar with various faces, names and programs in Chicago and Illinois.

We learned that we could apply for a State Planning grant of $5,000. last summer. So we did it at the same time as we wrote a proposal for Title VII Funds. We received both fundings. Last summer we designed a text for a Sewing class and adapted Clerical Bookkeeping materials. September, 1982, we put both of those classes into place along with a typing class for which we are adapting materials now. At present, we're also designing a class in Health Service Occupations and adapting the Chicago Board of Education Drafting materials and modifying course materials for a Building Maintenance Mechanics class -- all with personnel services provided by the Title VII Funds.

The program, people and materials that have served as models for us to the greatest extent have been those at Waubonsee Community College. Since the first time we met Mike Kelly and Patricia Menges, we've felt free to ask for help in developing ideas as well as

materials. They have sent copies of lessons and teachers' guides as developed. (I remember especially a presentation they made at the Dawson Skills Center. It was really relevant for those who attended and I believe one of the best ways for sharing ideas and materials.)

As you know, high schools have become the "common" school and we take students at any level of preparedness from 14 - 18 years old. We therefore, cannot use the Waubonsee materials per se, but are developing pre-vocational materials. We are delighted that we have had the Machine Shop Fundamentals and Secretarial Skills and Typing materials from Waubonsee to use as models in developing our materials.

We have found the Waubonsee instructional materials extremely practical:

- emphasizing concepts and processes
- teaching ESL as a support of skill instruction rather than as content area
- developing format which eases the reading process
- arranging information and skill acquisition in developmental, sequential order
- using illustrations in a meaningful way
- giving directions one at a time and breaking processes into small steps
- identifying ESL levels necessary for the acquisition of particular vocational skills
- indicating scores on particular tests which will in general predict success in the various vocational courses.

I'm hoping that Waubonsee continues to be funded in its efforts to serve the LEP student who needs Vocational Education and in its efforts to help other schools spread the process to their students in need.

Sincerely yours,

Miriam C. Lykke

Miriam C. Lykke, Director
TESOL Program

cc: Mike Kelly
Patricia Menges

MCL:ae

220 East Chicago Street
Elgin, Illinois 60120
April 5, 1982

Mr. Peter Seidman
Illinois State Board of Education
Department of Adult Vocational & Technical Education
100 North First Street
Springfield, Illinois 62777

Dear Mr. Seidman:

During the past year, I have had the pleasure of field testing Machine Shop Fundamentals developed by Michael Kelly and Patricia Menges of Waubonsee Community College.

It has been very helpful to me in teaching a Machine Tool Course to a group of Indochinese students. The pictures are excellent. They really bring the lab into the classroom. The language is clear and easy to understand even for a limited speaker. However, the text covers the major areas of machining quite satisfactorily. With the instructor's guide, the workbook and the vocabulary sheets, each section can be used equally easily in series or adapted for the needs of the individual student.

My only difficulty with the material was not having all of it available when I needed it. Now, with most of the text completed, I look forward to using it next August when my next class begins.

Thank you.

Sincerely,

211

Judith Diamond

Judith Diamond (Machine Tool/English--YWCA/ECC)

ILLINOIS DEPARTMENT OF CORRECTIONS

MICHAEL P. LANE
DIRECTOR

SCHOOL DISTRICT 428 / MENARD, ILLINOIS 62259 / (618) 826-5071

April 6, 1982

Mr. Peter Seidman
Contract Administrator
DAVTE
IL State Board of Education
100 N. First St.
Springfield, IL 62777

Dear Mr. Seidman:

The purpose of this letter is to encourage DAVTE's continued support of the work being done by Mike Kelly and Patricia Menges at Wabonsee Community College.

For the last several years, we have worked with the limited English proficiency population at Menard Correctional Center. In the past year, we have been working specifically with LEP's in vocational areas. It is with this background that we are impressed with the materials that have been developed at Wabonsee.

There's a pressing need for materials such as those that Kelly and Menges have developed. The VESL and vocational lessons are unique in both their scope (they are thorough and provide enough practice to be useful) and their simplicity (unlike most currently available materials, they do not assume a high degree of English competence prior to use).

The Wabonsee project is, judging from the materials developed to date, exploring new strategies in VESL curriculum development. We are concerned that if the project is not continued, curricula of this quality and depth will not be created in the other vocational and pre-vocational areas that are so needed by our limited English speaking ability population in order to move toward employability, economic independence, and English competence.

It should also be noted that the workshops and presentations and Kelly and Menges have given have provided practical and helpful advice concerning the use of their own and other vocational and VESL materials.

We sincerely hope that DAVTE will continue support of the Wabonsee project.

Thank you.

Sincerely,

Marc E. Helgesen
ESL/VESL Instructor
Menard Correctional Center

Mary Ann Kluge
Cooperative Work Training Coordinator
Menard Correctional Center

cc: Mike Kelly

William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois 60067
312-397-3000

→ cc: Patricia Menges

April 6, 1982

Mr. Peter Seidman
Contract Administrator
Department of Adult, Vocational,
and Technical Education
Illinois State Board of Education
100 North First Street
Springfield, IL 62777

Dear Mr. Seidman:

This letter is in support of the continuation of the LEP project for vocational education currently being conducted at Waubonsee Community College.

This project has been of great value to the field both for its extensive materials development and for its technical assistance to other programs. Additionally, Michael Kelly and Patricia Menges have been very active as presenters at a number of conferences and workshops. Having heard them several times, I can testify to their effectiveness in presenting.

I applaud the efforts of DAVTE in encouraging vocational education for individuals of limited English proficiency. I hope that you will give thorough consideration to the continued funding of the Waubonsee program.

Sincerely,

Jean Chapman

Jean B. Chapman
Assistant Professor/Coordinator
English as a Second Language

be

Eastern Michigan University

Ypsilanti, Michigan 48197

6 April 1982

Mr. Michael G. Kelly, Project Director
LEP Project
Waubonsee Community College
Illinois Route 47 at Harter Road
Sugar Grove, IL 60554

Dear Mike:

First, let me congratulate you and Patricia on your presentation at the Midwest Regional TESOL meeting in Indianapolis. As always, it was well-prepared, informative, worthwhile, and, of course, enjoyable.

After seeing the presentation, and reading the announcement in the March '82 IVA Newsletter, I would like to request a copy of the Machine Shop Fundamentals: Part I for use in the Vocational English as a Second Language class which I'm teaching for the TESOL Summer Institute in Chicago this year.

As you know, students will consist of both new teachers to the field of ESL and teachers currently working in ESL, and will be representative of the 50 states as well as foreign countries. Your materials will be an example of extremely well-researched, field-tested, and highly rated VESL lessons for the students in the Summer Institute.

I would also like to invite you and Patricia to come to the class one day, probably the second week of the three week intensive class, in order to share with the class some of the hints you have for working with vocational teachers, and ways of avoiding some of the problems you encountered in developing these materials. I do hope that you will be able to come, as a representative of the ongoing activity in the state of Illinois where the conference is being held.

It was good seeing you both in Indianapolis. I continue to think that your project at Waubonsee is one of the best investments that ISBE-DAVTE has made in terms of improving Vocational Education for LEP students in Illinois. Keep up the good work! Not only is the need evident for your materials in Illinois, but I have heard teachers here in Michigan also crying for similar lessons. Saludos a ti y a Patricia.

Sincerely,

Cathy Day
Assistant Professor
Foreign Languages and
Bilingual Studies

CD:nh

Department of Foreign Languages and Bilingual Studies
(313) 487-0130

LUTHERAN CHILD & FAMILY SERVICES

STATE OFFICE: 7620 Madison Street, River Forest, Illinois Telephones: 312/287-4848 & 771-7180

Mailing Address: P.O. Box 186, River Forest, Illinois 60305

Gene L. Svebakken, ACSW
Executive Director

Thursday, April 8, 1982

Mr. Peter Seidman
Contract Administrator
ISBE / DAVTE
100 N. First St.
Springfield, Il. 62777

Dear Mr. Seidman;

I am writing in support of the work that Michael G. Kelly and Patricia Menges are doing, in Voc-Ed for LEP students at Waubonsee College. The kind of extensive classroom materials that they have developed are just what vocational teachers need to help their LEP students.

My program offers pre-vocational, V/ESL and math classes and we use the Waubonsee material for the general manufacturing cluster. Beside sharing drafts of their material, Mike and Patricia have been generous in answering my questions and offering suggestions. I visited their program last fall and have attended presentation which they've given at various professional conferences.

The workshop that they gave at Dawson Skill Center Center, Chicago, last November, was one of the most practical that I've ever gone to. The Workshop also included an excellent presentation by Kebir Marti-Lambert, the Waubonsee LEP Project counselor. The topic was on assessing and councelling LEP students in Voc-Ed.

I know I'm not the only one in the field looking forward to working with the Waubonsee LEP Project staff in the coming year. I hope the FY 83 budget cuts do not upset this project.

sincerely;

Arlene Ruttenberg
Arlene Ruttenberg
Educational Coordinator
Lutheran Child & Fmly Servcs.
Haitian Resettlmnt Prog.

CC: Mike G. Kelly
Patricia Menges

Please respond to:

Branch Locations

Lutherbrook Children's Center
343 W. Lake Street
Addison, Illinois 60101
Telephone 312 543 6900

Chicago Loop
6 N. Michigan Avenue
Chicago, Illinois 60602
Telephone 312 782 6271

Chicago South
1555 W. 79th
Chicago, Illinois 60620
Telephone 312 846 1900

Central Illinois Office
1279 S. Sixth Street
Springfield, Illinois 62703
Telephone 217 544 4631

Southern Illinois Office
2408 Lebanon
Belleville, Illinois 62221
Telephone 618 234 8904

GLA

United Way

ILLINOIS
DEPARTMENT
OF
CORRECTIONS

mike

MICHAEL P. LANE
Director

Graham Correctional Center / P.O. Box 499 / Highway 185 / Hillsboro, Illinois 62049 / Telephone (217) 532-6961

April 13, 1982

Mr. Peter Seidman
Contract Administrator
DAVTE
ISBE
100 N. First Street
Springfield, IL 62777

Dear Mr. Seidman:

I am writing to support the refunding of the Limited English Proficiency Project for Vocational Education of Waubansee Community College.

I am an Adult Basic Educator working with men whose educational levels range from grade level 0 - 4. Over 30% of my class is Hispanic. Most of my students are (realistically) trying to develop their basic skills to the point where they can begin vocational classes.

The LEP Project of Waubansee College has already developed materials which will be most useful to LEP students entering vocational classes. These materials are also useful as pre-vocational resources. I hope that this project will be able to continue to be a resource for teachers involved in Vocational English as a Second Language. They have also been very good about sending people like Michael Kelly and Patricia Menges to do workshops, do consulting, etc. This is the kind of field support that teachers in the field need more of.

Thank you.

Sincerely,

Brad Hinchcliff
Educator
Education Dept.

BH:jw

cc: Michael Kelly

ILLINOIS
DEPARTMENT
OF
CORRECTIONS

MICHAEL P. LANE
Director

Graham Correctional Center / P.O. Box 499 / Highway 185 / Hillsboro, Illinois 62049 / Telephone (217) 532-6961

April 13, 1982

Mr. Peter Seidman
Contract Administrator
DAVTE
ISBE
100 N. First St.
Springfield, IL 62777

Dear Mr. Seidman:

I wish to give my full support for the continued funding of the Waubonsee Community College Limited English Proficiency Project for Vocational Education.

At Graham Correctional Center, we have been directing our efforts in Adult Basic Education to assisting our LEP students, both in basic skills and in building pre-vocational skills. The Waubonsee LEP Project is exactly the type of project we need for assistance in resources and expertise assistance. I have enclosed a letter from Mike Kelly, Project Director, which details materials which they have developed and field-tested. This type of support work is going to be needed more in the future in education; we have seen a rise in LEP populations in School District #428 and expect this trend to continue for some time.

Mike Kelly and Patricia Menges have also been very helpful by offering workshops and being resource people for teachers involved in VESL. I hope that this kind of performance can be encouraged with continued funding.

There are a wide variety of vocational areas being offered in the Department of Corrections alone. Statewide, I see a need for more of the kind of resources listed in the copy of Mike's letter.

Thank you for your consideration in this matter.

Sincerely,

AJS

Andrew J. Schumacher
Assistant Principal
Education Department

enc.

cc.: Michael G. Kelly

3901 South State Street
Chicago, Illinois 60609

(312) 624-7300

OFFICE OF THE ASSISTANT
TO THE VICE CHANCELLOR

May 5, 1982

Mr. Michael Kelly
Waubonsee Community College
Illinois Route 47 at Harter Road
Sugar Grove, Illinois 60554

Dear Mr. Kelly:

I want to take this opportunity to thank you for the fine consultation session you and Ms. Menges gave April 27, 1982 at the Institute.

The staff members in attendance felt they benefited from your presentation and are looking forward to their next in-service. The session was very helpful to me. I will be able to continue my work on our LEP grant with more certainty.

I will be calling you in the near future as agreed, to arrange a date for our next in-service.

Sincerely yours,

Miriam Lugo-Gonzalez
Assistant to the Vice Chancellor

MLG:gd

CC: Dr. Edward Mapp

3901 South State Street
Chicago, Illinois 60609

(312) 624-7300

OFFICE OF THE ASSISTANT
TO THE VICE CHANCELLOR

May 5, 1982

Ms. Patricia Menges
Waubonsee Community College
Illinois Route 47 at Harter Road
Sugar Grove, Illinois 60554

Dear Ms. Menges:

I want to take this opportunity to thank you for the fine consultation session you and Mr. Kelly gave April 27, 1982 at the Institute.

The staff members in attendance felt they benefited from your presentation and are looking forward to their next in-service. The session was very helpful to me. I will be able to continue my work on our LEP grant with more certainty.

I will be calling you in the near future as agreed, to arrange a date for our next in-service.

Sincerely yours,

Miriam Lugo-Gonzalez

Miriam Lugo-Gonzalez
Assistant to the Vice Chancellor

MLG:gd

CC: Dr. Edward Mapp

Rock Valley College

3301 NORTH MULFORD ROAD / ROCKFORD, ILLINOIS 61101 / (815)654-4250

ROCK VALLEY COLLEGE INDOCHINESE REFUGEE TRAINING PROGRAM

May 5, 1982

Mr. Peter Seidman
Illinois State Board of Education
DAVTE
100 North First Street
Springfield, IL 62777

Dear Mr. Seidman,

As educational coordinator of our Indoch-Chinese program, I've had opportunity to work with the Machine Shop VESL materials prepared by Patricia Menges and Michael Kelly of Waubonsee.

I was very pleased with the content of the course. Most of our students have limited English and were able to successfully do the required written work. I'd be very glad to recommend these materials to any other vocational training programs for people with limited English proficiency.

Sincerely,

Mary Lofquist

Mary Lofquist, Eductional Coordinator
RVC Indochinese Refugee Training Program

ML/jv

Waubonsee Community College

Illinois Route 47 at Harter Road • Sugar Grove, Illinois 60554 • Phone (312) 466-4811

June 9, 1982

To whom it may concern:

The purpose of this letter is to provide support to the Vocational English as a Second Language program hosted by Waubonsee Community College.

I have been fortunate to work with the program in the capacity of Director of the Learning Assistance Laboratory. Over the past year this program has provided instruction and support services for the college's limited English speaking population. It has been my observation that the success of the program has been chiefly the results of the efforts of Misters Mike Kelly and Kebir Marti-Lambert and Ms. Patricia Menges. Through the efforts of these people, the limited English speaking population has been able to avail themselves to additional educational programs of the college. The adults served by this program were previously barred from success in educational programming because of their limited ability in the English language. I feel that the aforementioned people have developed a particular expertise in serving the limited English speaking adult.

The contributions of Mr. Kelly, Mr. Marti-Lambert, and Ms. Menges and their program have been significant. Without the continued efforts of these three people, many of the educational needs of the limited English speaking population of the college's district will go unmet.

Sincerely,

Richard R. Healy

Richard R. Healy
Director, Learning Assistance Laboratory

RRH:cak

ILLINOIS
DEPARTMENT
OF
CORRECTIONS

MICHAEL P. LANE
Director

1301 Concordia Court / Springfield, Illinois 62702 / Telephone (217) 522-2666

June 9, 1982

Mike Kelly
Patricia Menges
LEP Project
Waubonsee Community College
Rt. 47 at Harter Rd.
Sugar Grove, IL 60554

Dear Mike and Patricia:

I would like to thank you for the technical assistance you provided to our Vocational LEP project last week. You both possess a thorough knowledge of the area and an ability to suggest directions for action resulting in meaningful change.

A goodly number of your suggestions will be implemented at Menard. I feel that the Menard Project for New English Speakers has the potential of becoming a model program for delivery of services to limited English proficiency, incarcerated individuals. Your insights will certainly facilitate our efforts.

Also, the materials you have developed are clearly among the finest available. I hope that your efforts continue.

Again, thank you.

Sincerely,

Marc E. Helgesen
ESL/VESL Instructor
Menard Correctional Center
Menard, IL 62259

cc; Leland Thompson

APPENDIX V:

PUBLICITY MATERIALS

Chicago Suburban Trib, 10-11-81

10-11-81

Waubonsee testing its bilingual program

By Robin Schulberg

FUNDING FOR Aurora's only adult bilingual vocational education program, designed to test how to teach students' vocational skills and job-related English at the same time, will end in June.

By that time, program staff expect to have developed curriculums and materials that Waubonsee Community College will integrate into its regular vocational education program.

But the form that Waubonsee's ongoing bilingual vocational education will take next year is unclear.

"THE IDEAL situation would be with a bilingual instructor and a separate class, but the materials could be used in the classes that exist now," program director Michael G. Kelly said Wednesday.

If future tests show that bilingual instruction produces better results than English-only instruction, Waubonsee may hire more bilingual vocational instructors or aides for its English vocational courses, Kenenth Shibata, Waubonsee's executive vice-president, said.

Of its 20 vocational instructors, one speaks a second language — Spanish.

THE PROGRAM included about 85 students last year, including Hispanics, Vietnamese, and Laotians, and offered machine tool and secretarial sciences. Most students were 26 to 35 years old and worked while attending classes, program counselor Kebir Marti-Lambert said.

Of the 25 unemployed students, 22 have gotten jobs since they finished the course in June. Marti-Lambert says he is compiling figures of how many employed students upgraded their jobs.

Nine students continued at Waubonsee full time.

ENROLLMENT IS down to 29 this year, in part because the program discontinued its advanced machine tool course, and in part because the Aurora office of the Comprehensive Employment and Training Act [CETA] stopped sending students, Marti-Lambert said. He said he also suspects that some students couldn't afford the $58.50 in fees.

Marti-Lambert said CETA sent 22 students to the program in 1980-81. Cynthia Miller, director of the Aurora CETA office, said six graduates didn't speak English well enough to be placed in private sector jobs.

Miller said some of the 22 CETA students dropped out.

The program developed after discussions between Waubonsee and El Centro Pan Americano, an Hispanic social service agency, about how Waubonsee could best serve Aurora's Hispanic population.

"WE FELT CETA and Waubonsee weren't doing enough," said Homero Basaldua, executive director of the center. "People who need job training would be referred to ESL [English as a Second Language programs] and would have to go for two or three years before they could go to the vocational course."

WAUBONSEE DEVELOPED a proposal for the program and submitted it to the Illinois Board of Education for funding in February, 1980. The state supplied $35,000 initially to develop the program, and then $80,000 in funding for each of the last two years, with Waubonsee contributing $20,000 a year in services, Shibata said.

Program staff used the first year for initial development and testing of materials. This year they will compare different teaching methods. In the first semester, classes will be conducted by bilingual teachers; next semester, they will be taught in English only.

With the research grant terminating in June, Kelly says his staff will submit another proposal to develop curriculums for new fiends, particularly welding.

With the materials for machine tool and secretarial sciences under development now, Kelly says Waubonsee should be able to continue those programs without special funding.

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The Network News

Vocational Education Projects for Illinois Special Needs Populations

Volume 4 Number 2, Fall 1981

Limited English Proficiency Students

WAUBONSEE COMMUNITY COLLEGE

Last year, the Waubonsee Project developed and validated a vocational education program for LEP students in Machine Tool and Secretarial Science with corresponding Vocational English as a Second Language (VESL) courses. The student goals for this short-term and part-time training were entry-level employment, job upgrading and/or further education.

A major thrust of the project has been the development of appropriate curricula and instructional materials, especially in the area of Machine Tool. During 1981, a comprehensive set of vocational materials entitled *Machine Shop Fundamentals* was developed. The set included a student textbook with native language supplements in Spanish, Lao, and Vietnamese, a student workbook, and an instructor's manual.

The organization, format, and simplified language level of *Machine Shop Fundamentals* make it suitable not only for LEP students but also for other special needs students who have difficulty reading traditional textbooks.

During 1982, the project will implement a bilingual instructional model and an English core language (non-bilingual) instructional model. The Machine Tool and Secretarial Science curricula and materials will be finalized and the two instructional models will be examined and compared. The analysis of each models' strengths and weaknesses will focus on adoptability and adaptability, teaching effectiveness, student acquisition of vocational and language skills, and student attitudes.

Michael G. Kelly, Project Director
Waubonsee Community College
Route 47 at Harter Road
Sugar Grove, IL 60554

312-466-4811
ex. 344

File

El Arco Iris Musical de Chicago.

Radio Ambiente™
WOJO 105FM

2425 Main Street ☐ Evanston, Illinois 60202 ☐ 312/869-8900

Sept. 1, 1981

Kebir Marti-Lambert
Illinois Rt 47 at Harder Road
Sugar Grove, Illinois 60554

Dear Kebir:

WOJO would like to thank you for participating on TEMPO. We enjoyed talking with you and we appreciate the service you paid to the Evanston-North Shore Community. By sharing your ideas and opinions with our listeners, we hope to better inform the public of the current issues and problems in our area.

TEMPO is on Monday through Friday evenings at 11:30p.m. on 105 FM.

As you know, TEMPO is designed to explore the concerns of Evanston and the North Shore area. If you have any interests which you would like to publicize, please do not hesitate to call so that we can arrange a broadcasting time.

Thanks again for supporting and cooperating with WOJO so that TEMPO can continue to serve our North Shore listeners.

Sincerely,

Letitia Wheeler
Director of Public Affairs

Waubonsee Community College

Limited English Proficiency Project for Vocational Education

Illinois Route 47 at Harter Road • Sugar Grove, Illinois 60554 • Phone (312) 466-4811

Dear Vocational Educator:

As part of its effort to meet the community's training needs, Waubonsee Community College has developed a vocational program for limited English proficiency (LEP) students in Machine Tool, with corresponding Vocational English as a Second Language (VESL). Funded by the Illinois State Board of Education/ Department of Adult, Vocational and Technical Education (ISBE/DAVTE), the Waubonsee LEP Project for Vocational Education has offered programs to provide students with skills for entry-level employment, job upgrading and/or further education.

A comprehensive set of vocational materials entitled Machine Shop Fundamentals was developed and field-tested in 3 semesters of classes:

*Machine Shop Fundamentals: Part I
- Twenty-four competency based lessons
- Flexible sequence
- Abundance of technical illustrations

*Machine Shop Fundamentals: Part I
Student Workbook
- Technical Vocabulary for each lesson
- Study Questions for each lesson
- Review Questions for each lesson
- Worksheets for most lessons

*Machine Shop Fundamentals: Part I
Vocational Instructor's Manual
- Comprehensive notes and suggested teaching strategies
- Student native language supplements for each lesson in Spanish, Lao, and Vietnamese
- A Self-Test for each lesson

VESL materials are also available to assist LEP students to acquire the language skills necessary for success in the vocational course and on the job:

*Machine Shop Fundamentals: Part I
Technical English Instructor's Manual
- Comprehensive notes and suggested teaching techniques
- Visuals for each lesson
- Semi-Technical Vocabulary for each lesson
- Technical English Worksheets for each lesson

Traditional machine tool vocational materials presuppose high language and academic skills which the majority of LEP students do not possess. Machine Shop Fundamentals: Part I shows that the necessary adaptations of format and concept organization, as well as the necessary language simplification, can be done without diluting the technical content.

Like LEP students, many disadvantaged and handicapped students have difficulty reading traditional textbooks. English vocational materials which are appropriate for LEP students can also help these other special needs students.

The twenty-four competency based lessons of Machine Shop Fundamentals: Part I may be used as a main textbook, as a supplementary textbook, or as the basis for a pre-vocational training course in existing or bilingual training programs. The lessons are divided into the following Units:

UNIT 1 Machine Tool Technology
UNIT 2 Safety in the Machine Shop
UNIT 3 Introduction to Machine Tools and Machine Operations
UNIT 4 Measurement
UNIT 5 Blueprint Reading
UNIT 6 Layout
UNIT 7 Bench Tools

Machine Shop Fundamentals: Part I will be available at an ISBE/DAVTE sponsored Dissemination Workshop in Joliet on March 31; mark this date on your calendar. Please feel free to contact me for further information.

Sincerely,

Michael G. Kelly

Michael G. Kelly
Project Director

Machine Shop Fundamentals: Part I

Machine Shop Fundamentals
4C

TECHNICAL VOCABULARY

	(page)	(example)
(nouns)		
precision measurement	1	Precision measurement is the measurement of to within .001 of an inch or smaller.
a precision measurement tool	1	The machinist uses precision measurement to make precision measurements.
a precision measurement	1	
a thousandth	1	The machinist uses precision measurem measure thousandths (.001, .002, .00 inch and ten-thousandths (.0001, .00 of an inch.
a ten-thousandth		
a micrometer		

Machine Shop Fundamentals
4C

Name _____
Date _____

STUDY QUESTIONS

DIRECTIONS: Read each sentence.
Write the correct word or words in each blank.

Introduction

1. For _____, the machinist uses precision measurement and precision measurement tools.
2. _____ inch or smaller. _____ is the measurement of parts to within .001 of an
3. The machinist uses precision measurement tools to measure _____ (.001, .002, .003, ...) of an inch and _____ (.0001, .0002, .0003, ...) of an inch.

Machine Shop Fundamentals
4C

UNIT 4: Measurement

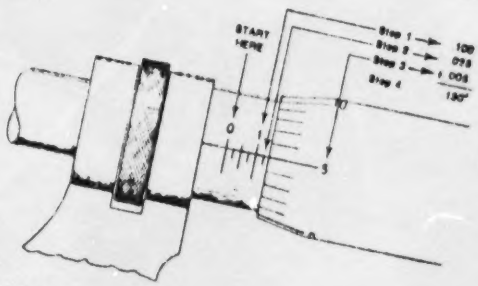
LESSON 4C: Precision Measurement with Micrometers

OBJECTIVES:
1. The student will write the correct definiti measurement.
2. The student will match the outside micro micrometer, and the depth micrometer to that measurement tool.
3. The student will match the names of to a picture of a micrometer.
4. The student will write the steps t
5. The student will write the corre a picture of a micrometer readi
6. The student will choose the co micrometers.

PROCEDURES:
1. Read the Objectives.
2. Read the Lesson.
3. Watch the Slide Show.
4. Watch the teacher's Demonstra
5. Do the Study Questions.
6. Do the Worksheets.
7. Do the Review Questions.
8. Do the Self-Test.

REFERENCES:

EXAMPLE A



The machinist always starts at 0.000" on the left side of the sleeve. He/she reads the outside micrometer and the inside micrometer from left to right (from the sleeve to the thimble).

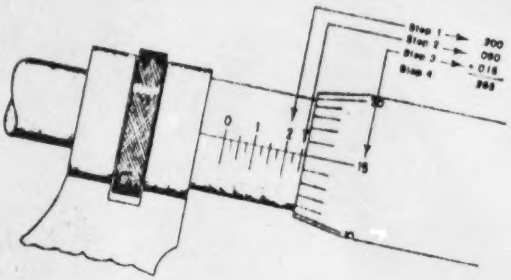
STEP 1. Read the .100", .200", .300", ..., .900" line on the sleeve.

STEP 2. Read the .025", .050", or .075" line on the sleeve.

STEP 3. Read the .001", .002", .003", ..., .024" line on the thimble.

STEP 4. Add the readings from Step 1, Step 2, and Step 3. This is the dimension of the part.

EXAMPLE B



9

4C

Machine Shop Fundamentals
4C

Name _____
Date _____

REVIEW QUESTIONS

DIRECTIONS: Write the answer to each question.

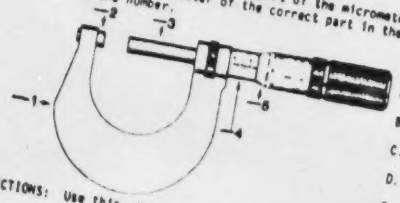
1. What is precision measurement?
2. What does the machinist use to make precision measurement
3. What does the machinist use to measure outside dimensio
4. What dimensions does the machinist measure on round
5. What dimensions does the machinist measure on othe
6. What size micrometer does the machinist use to m
   1.000" to 2.000"?
7. What does the machinist use to measure inside
8. What dimension of a hole does the
   micrometer?

Machine Shop Fundamentals
4C

Name _____
Date _____

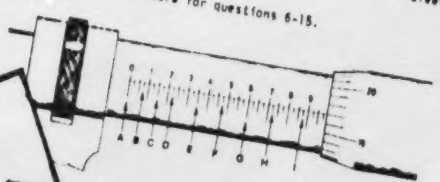
WORKSHEETS

DIRECTIONS: Match the name of the part of the micrometer to the picture. Write the letter of the correct part in the blank next to the number.



A. Anvil
B. Frame
C. Spindle
D. Thimble
E. Sleeve

DIRECTIONS: Use this picture for questions 6-15.



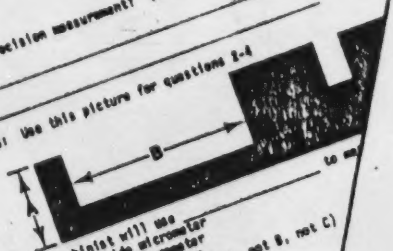
Machine Shop Fundamentals
4C

Name _____
Date _____

WORKSHEETS

1. What is precision measurement? (Write the definition.)

DIRECTIONS: Use this picture for questions 2-4



2. The machinist will use
   A. the outside micrometer
   B. the inside micrometer
   C. the depth micrometer
   D. none of the above (not A, not B, not C)
   E. all of the above (A,B, and C)

3. The machinist will use
   A. the outside micrometer
   B. the inside micrometer
   C. the depth micrometer
   D. none of the above (not A, not B,
   E. all of the above (A,B, and C)

4. The machinist will use
   A. the outside micrometer
   B. the inside micrometer
   C. the depth micrometer
   D. none of the above (not A
   E. all of the above (A,B,

Machine Shop Fundamentals
4C

Spanish Supplement

UNIT 4: Measurement
(Medición)

LESSON 4C: Precision Measurement with Micrometers
(Medición de precisión con micrómetros)

OBJECTIVES:
1. El estudiante ha de escribir la definición correcta de medición de precisión.
2. El estudiante ha de comparar los nombres de tres clases de micrómetros a una descripción de esos micrómetros.
3. El estudiante ha de comparar los nombres de las partes de un micrómetro a la figura de un micrómetro.
4. El estudiante ha de escribir los pasos necesarios para leer un micrómetro.
5. El estudiante ha de escribir la lectura correcta de una medida en un micrómetro de acuerdo a una figura de un micrómetro indicando esa medida.
6. El estudiante ha de escoger las reglas correctas para el cuidado de los micrómetros.

PROCEDURES:
1. Leer los objetivos.
2. Leer la lección.
3. Mirar la presentación de transparencias.
4. Observar la demonstración del maestro.
5. Hacer el cuestionario.
6. Hacer las hojas de trabajo.
7. Hacer las preguntas de repaso.
8. Hacer el examen.

REFERENCES:

Michael G. Kelly, Project Director
Waubonsee Community College
Route 47 at Harter Road
Sugar Grove, IL 60554
(312) 466-4811 ext. 320

Ray Casey

Need for Adult Training Centers Stressed

Ray Casey, an education specialist for the State Board of Education, recently spoke before the Advisory Board of the Cairo-Egyptian Adult Center. Casey stressed the need for adult training centers and put the need in terms of societal impact and money.

"According to an Ohio study," he said, "eighty-five percent of prison inmates are high school dropouts. Six out of every ten dropouts become involved in crime." Also, he said approximately 3½ million people in Illinois do not have a high school education. Annually, 45 thousand students drop out.

"It costs the state $30,000 a year to keep an inmate in prison," he continued. "Dropouts pay less in taxes and take more away from taxes in terms of welfare."

The Cairo-Egyptian Adult Center is one of 95 in the state. Last year 16,986 individuals received their GED. Of that number 10,996 found jobs as a result of their experience in such a training center, according to Casey.

"Of this 10,996," he said, "together they earned, assuming they earned minimum wage, $76,620,000 a year. Again, assuming they were taxed at 10 percent, they returned to the state $7,660,000 in a year's time in taxes. Adult education is not a luxury. It is a necessity. It has to be if we are going to overcome our problems as a state, and as a nation. We can't make enough and pay enough taxes to support a large volume of problems growing each year."

Casey stressed how the adult centers differ from the public schools. "Public schools get a troublemaker," he explained, "and they expel him. They solve their problem, but create one for society. We deal with the misfits. We're not betting on 100 percent success, but if we can get 10 or 15 percent, we are doing fantastic."

Submitted by
Pat Orsburn

Editor's Note: This article originally appeared in the *Cairo Evening Citizen*.

Spotlight on . . .

Waubonsee Community College

Waubonsee Community College has developed and field tested a vocational education program for Limited English Proficiency (LEP) students in Machine Tool and Secretarial Science, with corresponding Vocational English as a Second Language (VESL) courses. Funded by ISBE/DAVTE, the Waubonsee LEP Project for Vocational Education has offered short-term, part-time training programs aimed at providing students with skills for entry-level employment, job upgrading and/or further education.

The project is based on the premise that LEP students can be taught the same vocational content and skills as native English speakers, but that in order to accomplish this, vocational materials must be adapted in format and language, and corresponding Vocational ESL courses must be offered. During 1981, a comprehensive set of vocational materials entitled **Machine Shop Fundamentals** was developed:

Machine Shop Fundamentals: Part I

Twenty-four competency based lessons;

Flexible sequence;

Abundance of technical illustrations.

Machine Shop Fundamentals: Part I Student Workbook

Technical vocabulary for each lesson;

Study questions for each lesson;

Review questions for each lesson;

Worksheets for most lessons.

Machine Shop Fundamentals: Part I Vocational Instructor's Manual

Comprehensive notes and suggested teaching strategies;

Student native language supplements of **Machine Shop Fundamentals: Part I** in Spanish, Lao, and Vietnamese for each lesson;

A self-test for each lesson.

Machine Shop Fundamentals: Part I Technical English Instructor's Manual

Comprehensive notes and suggested teaching techniques;

Visuals for each lesson;

Semi-technical vocabulary for each lesson;

Technical English worksheets for each lesson.

In a vocational program aimed at training LEP students for employment in the United States, appropriate English vocational materials are the key to the students' success in training and ultimately on the job. The necessary adaptations of format and organization of concepts, and the necessary language simplification (structures and vocabulary) can be done without diluting the technical content.

The twenty-four competency based lessons of **Machine Shop Fundamentals: Part I** may be used as a main textbook, as a supplementary textbook, or as the basis for a pre-vocational training course in bilingual and non-bilingual training programs.

Machine Shop Fundamentals: Part I is available this spring. For information contact, **Michael G. Kelly,** Waubonsee Community College, Route 47 at Harter Road, Sugar Grove, Illinois 60554. (312) 466-4811, extension 320.

NEWSLETTER
Illinois Community College Board

March 1982 · No. 3

THE SCHOOL PROBLEMS COMMISSION MET ON FEBRUARY 10 TO CONSIDER ADULT EDUCATION LEGISLATION PROPOSED BY A SUBCOMMITTEE OF THE COMMISSION. ICCB Executive Director David Pierce presented an explanation of the proposal and expressed his support for it. However, after hearing testimony in opposition to the proposal from the State Board of Education and after receiving the State Board's alternate legislative proposal, the Commission delayed action on the subcommittee proposal. Most of the disagreement between the two proposals centers around the reimbursement formula. Representative Gene Hoffman, Chairman of the Commission, requested that State Superintendent of Education Donald Gill and ICCB Executive Director David Pierce meet to resolve the differences between the two proposals. The Commission is expected to take final action at its March meeting.

THE ILLINOIS DEPARTMENT OF COMMERCE AND COMMUNITY AFFAIRS (DCCA) IS AGGRESSIVELY SEEKING HIGH TECHNOLOGY INDUSTRIES TO LOCATE IN ILLINOIS. In the first quarter of 1982 staff will make phone solicitations to 2000 firms nationwide in 15 high-growth industrial classifications. The phone calls are designed to turn up leads on companies looking to expand. In addition, the State ran a 20-page supplement touting Illinois' scientific strengths in the September issue of Scientific American. Recently, DCCA's Division Manager for Commercial and Industrial Development, Thomas Clark, indicated that a current community profile would assist the Department in making presentations to prospective businesses wishing to locate in Illinois. Community colleges could play a very important role in developing, or coordinating the development of, such profiles. For further information concerning such profiles, contact Mike Hudspeth of DCCA at (217) 785-1997.

THE ILLINOIS STATE SCHOLARSHIP COMMISSION (ISSC) HAS RECENTLY APPOINTED A STUDY COMMITTEE TO ANALYZE AND MAKE RECOMMENDATIONS TO THE COMMISSION ON EDUCATIONAL LOANS IN ILLINOIS. The Committee is composed of the following, with additional technical representatives to be appointed by the chairman as needed: three Commissioners, three ISSC staff members, and representatives from the Governor's office, public four-year colleges and universities, public two-year colleges, the Federation of Independent Colleges and Universities, students, the Illinois Board of Higher Education, and the Bureau of the Budget. An organizational meeting was held on Monday, Feb. 22, in the Deerfield Office of the ISSC.

MCHENRY COUNTY COLLEGE WILL BE CO-SPONSORING WORKSHOPS WITH THE ILLINOIS DEPARTMENT OF ENERGY AND NATURAL RESOURCES TO HELP ILLINOIS HOMEOWNERS LEARN HOW TO BUILD THEIR OWN SOLAR HOT WATER HEATERS. The workshops will be conducted over two days with the first sessions held on a Friday evening, when participants will view a slide presentation explaining solar principles and outlining the construction of the system. During the full-day session on Saturday, participants will actually construct a system. Workshops will be held on the following dates: February 18, March 6, May 1 and 22, and August 5 and 25. Additional information may be obtained by contacting Mark Elmore, McHenry County Housing Authority, 329 Lake Avenue, P.O. Box 683, Woodstock, Illinois, 60098 or phone (815) 459-6521.

WAUBONSEE COMMUNITY COLLEGE HAS DEVELOPED AND FIELD TESTED A VOCATIONAL EDUCATION PROGRAM FOR LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS IN BOTH MACHINE TOOL AND SECRETARIAL SCIENCE BY INCORPORATING VOCATIONAL ENGLISH AS A SECOND LANGUAGE (VESL) COURSES. Funded by the Illinois State Board of Education/Department of Adult, Vocational and Technical Education, the Waubonsee LEP Project for Vocational Education has offered short-term, part-time training programs aimed at providing students with skills for entry-level employment, job upgrading and/or further education. The Project is based on the premise that LEP students can be taught the same vocational content and skills as native English speakers, but that in order to accomplish this, vocational materials must be adapted in format and language, and corresponding VESL courses must be offered. During 1981, a set of vocational materials entitled "Machine Shop Fundamentals" was developed. For additional information, contact Michael G. Kelly, Project Director, Waubonsee Community College, Route 47 at Harter Road, Sugar Grove, Illinois, 60554, or telephone (312) 466-4811, Ext. 320.

ICCB EXECUTIVE DIRECTOR DAVID PIERCE HAS BEEN APPOINTED TO THE DEPARTMENT OF COMMERCE AND COMMUNITY AFFAIRS' TASK FORCE ON PLANT CLOSINGS. The principle role of the community colleges will be to provide educational counseling to unemployed persons about available program opportunities as well as to design and offer such programs, if the need is demonstrated and funding can be made available. The ICCB is expected to develop a set of guidelines and suggestions which the colleges can use as a resource document when a plant closes. The first meeting of the Task Force was held on February 3 in Springfield.

THE ILLINOIS COMMUNITY COLLEGE FACULTY ASSOCIATION (ICCFA) WILL HOLD ITS SPRING CONFERENCE AT JUMER'S CASTLE LODGE IN PEORIA, ILLINOIS, ON APRIL 1, 2, AND 3, 1982. The theme of the conference will be Focus: ICCFA. For reservations please contact Jumer's Castle Lodge directly. For additional information regarding registration, contact Frank Banks, Loop College, 64 East Lake Street, Chicago, Illinois, 60601, or phone (312) 269-8000.

ISSUE #61
APRIL, 1982

English For Specific Purposes

KATHRYN MICHAELS, EDITOR
MONICA BOJARSKY, PRODUCTION

ENGLISH LANGUAGE INST.
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FROM THE EDITOR

A continuing concern of the Newsletter has been the need for more critical examination of ESP as a discipline, as a part of ESL, and as a member of the larger field of second language acquisition. As the Newsletter begins its sixth year, it is indeed encouraging to see that growing numbers have become involved.

Slowly, research receives increasing interest. There is renewed examination into the role of Needs Analysis in the design of ESP curriculum, in particular, and in language curriculum in general Janice Yalden at Carleton University has just finished a book tentatively called Communicative Syllabus: Evolution, Design and Implementation (Pergammon, Spring 1982) which addresses Needs Analysis as part of a broader examination. M.A. Ibrahim and his colleagues at the Language Conter of the University of Jordan are examining parts of Munby's Communicative Syllabus and would especially welcome information from those involved with the design, development and evaluation of language courses for Arab students. The CNP (syllabus) is also the subject of at least one graduate thesis about which we hope to share more in the near future.

Of special note is the presentation this month of the International Reading Award to Jan Ulijn of the University of Eindhoven for his research with reading in the field of ESP.

We highlight the increase with several articles. "LSP Conference" previews the very substantial program planned for the fourth annual International Symposium on Language for Specific Purposes to be held August 2-4 in Eindhoven. Finally, there is an update on new resources in the Clearinghouse.

This issue also focuses on new areas in need of closer scrutiny. As noted in the last issue, this sixth year will focus on ESP activities in developing countries, with particular inquiry into the way those countries are dealing with ESP design, as opposed to solutions brought by the B/A establishment within ESP (see Issue 57; Drobnic: "Some Reflections of ESP"). Two excerpts from the Working Papers of the Brazilian ESP project shed light on issues important to this nation-wide ESP effort.

Clearly, there is progress in resolving the Nine Problem Areas cited by Ewer in Issue 54. Much remains to be done, however.

LSP CONFERENCE HIGHLIGHTS

The International Symposium on LSP will be August 2-4 at Eindhoven University of Technology. The title of the symposium is Reading for Professional Purposes in Native and Foreign Languages. There will be discussion of various aspects of this theme, mainly taking as a basis reports of experimental research. Program presentations have been divided into three topic areas. Highlights of the planned program include:

Topic 1: Basic theory and hypothesis testing

S. Wojnicki (University of Warsaw, Poland): Reading as unique skill: linguistic and pathophysiological considerations

E. Olshtain (Tel Aviv University, Israel): Reading strategies research and its applications to material development

5.2. ESP does not mean "specialist language" in the same sense of "engineering English" but can mean special skills and strategies rather than special vocabulary. In fact, for most of our students who are already well-trained in their specialism, vocabulary is the least of their problems. Consequently when we design an ESP course we can concentrate on facilitating and practising the specific skills and strategies which our students particularly need.

5.3. ESP recognises the student's abilities as an adult in learning a language. Hence we make use of our student's own knowledge of the world, his reasoning ability, and his linguistic background, even if this is only in his first language. We concentrate on the motives a student may have for learning English, and we try to concentrate on what a student knows rather than what he does not know. We can ask him questions such as:

"How much of this text to you understand?"
"How much of this text do you want to understand?"

VESL COURSE IN MACHINE TOOL AND SECRETARIAL SCIENCE

As part of its effort to meet the community's employment training needs, Waubonsee Community College has developed and field tested a vocational education program for Limited English Proficiency (LEP) students in Machine Tool and Secretarial Science, with corresponding Vocational English as a Second Language (VESL) courses. Funded by the Illinois State Board of Education/Department of Adult, Vocational and Technical Education, the Waubonsee LEP Project for Vocational Education has offered short-term, part-time training programs aimed at providing students with skills for entry-level employment, job upgrading and/or further education.

The Project is based on the premise that LEP students can be taught the same vocational content and skills as native Englsih speakers, but that in order to accomplish this, vocational materials must be adapted in format and language, and corresponding Vocational ESL courses must be offered. During 1981, a comprehensive set of vocational materials entitled Machine Shop Fundamentals was developed.

*Machine Shop Fundamentals: Part I
- Twenty-four competency based lessons
- Flexible sequence
- Abundance of technical illustrations

*Machine Shop Fundamentals: Part I Student Workbook
- Technical Vocabulary for each lesson
- Study Questions for each lesson
- Review Questions for each lesson
- Worksheets for most lessons

*Machine Shop Fundamentals: Part I Vocational Instructor's Manual
- Comprehensive notes and suggested teaching strategies
- Student native language supplements of Machine Shop Fundamentals: Part I in Spanish, Lao, and Vietnamese for each lesson
- A Self-Test for each lesson

*Machine Shop Fundamentals: Part I Technical English Instructor's Manual
- Comprehensive notes and suggested teaching techniques
- Visuals for each lesson
- Semi-Technical Vocabulary for each lesson
- Technical English Worksheets for each lesson

A review of traditional machine tool vocational materials and techniques showed that they presuppose high language and academic skills which the majority of LEP students do not possess. Even the few existing materials targeted for LEP students have little usefulness because most of them are designed for the small minority who possess advanced English skills.

In a vocational program aimed at training LEP students for employment in the United States, appropriate English vocational materials are the key to the students' success in training and ultimately on the job. As demonstrated by Machine Shop Fundamentals: Part I, the necessary adaptations of format and organization of concepts, and the necessary language simplification (structures and vocabulary) can be done without diluting the technical content.

The high language and academic skills presupposed by traditional vocational textbooks present barriers to LEP students and to other special needs students. Like LEP students, many disadvantaged and handicapped students have difficulty in reading and using such traditional textbooks. The Project believes that English vocational materials which are appropriate for LEP students can also be effectively utilized by these other special needs students.

The twenty-four competency based lessons of Machine Shop Fundamentals: Part I may be used as a main textbook, as a supplementary textbook, or as the basis for a pre-vocational training course in bilingual and non-bilingual training programs. These lessons are divided into the following Units:

UNIT 1 Machine Tool Technology
UNIT 2 Safety in the Machine Shop
UNIT 3 Introduction to Machine Tools and Machine Operations
UNIT 4 Measurement
UNIT 5 Blueprint Reading
UNIT 6 Layout
UNIT 7 Bench Tools

Machine Shop Fundamentals: Part I will be available in the Spring of 1982. For further information contact: Michael G. Kelly, Project Director, Waubonsee Community College, Route 47 at Harter Road, Sugar Grove, IL 60554, (312) 466-4811, Ext. 320.

TESOL NEWSLETTER

Vol. XVI No. 3 Teachers of English to Speakers of Other Languages June 1982

LIMITED ENGLISH PROFICIENCY PROGRAM FOR VOCATIONAL EDUCATION

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Machine Shop Fundamentals: Part I

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Flexible sequence
Abundance of technical illustrations

Machine Shop Fundamentals: Part I Student Workbook

Continued on next page

ANNOUNCEMENTS

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Technical Vocabulary for each lesson
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Review Questions for each lesson
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Machine Shop Fundamentals: Part I
Vocational Instructor's Manual

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Continued on next page

ANNOUNCEMENTS

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VOC ED FOR LEP

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PUBLISHERS' SCHOLARSHIPS 1982 TESOL SUMMER INSTITUTE

National Textbook Company and Regents Publishing Company will be providing scholarships for participants in the 1982 TESOL Summer Institute. National will pay the tuition for one course for an individual; Regents is offering tuition for two courses for an individual.

As always Illinois TESOL/BE appreciates this kind of support and cooperation from publishers in the field of ESL.

"You Mean I Have to Talk to Them Too!"
Speaker: Linda Schinke-Llano

The speaker reported on her research into teacher-student interaction in the classroom. She has found that teachers address LEP speakers significantly less frequently than they do native English speakers and that the nature of those interactions is significantly different in that the majority of those to LEP speakers fall into a category of "managerial" talk rather than "instructional." She said that in a private interaction between the teacher and two students, one of whom was an LEP student, the teacher gave more detailed instructions to the latter student.

Possible reasons for this teacher behavior were given, such as, fear of taking up other students' time, fear of causing embarrassment to the LEP student, and an expectation that the teacher would not understand the student. The speaker stressed the fact that she was not critical of teachers, but wanted them to be aware of potential damage to the children's self-esteem and thus performance.

A number of possible remedies for the problems were suggested. Among these were: checking frequently on student progress—daily if possible, interacting as much as possible with the students, using numerous visual aids and gestures, and pausing to give LEP speakers a chance to respond.

Submitted by: Beth Smith

Illinois
State Board of
Education

100 North First Street
Springfield, Illinois 62777

Edward Copeland
Chairman

Donald G. Gill
State Superintendent
of Education

Staff resumes were removed to preserve confidentiality.